

State Justice Institute Grant: SJI 08-N-173

**New Mexico Justice System Interpreter Resource
Partnership**

FINAL GRANT REPORT

December 2009

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New Mexico Justice System Interpreter Resource Partnership

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Executive Summary

In proposing the New Mexico Justice System Interpreter Resource Partnership to other justice system agencies, Chief Justice, Edward Chávez, of the New Mexico Supreme Court provided the following introduction:

The New Mexico Administrative Office of the Courts through its Court Interpreter Program is interested in applying for a State Justice Institute Project Grant specifically in response to the Immigration Issues Special Interest Program Category. The Court Interpreter Advisory Committee is proposing an **Interpreter Resource Partnership** among justice system agencies in New Mexico.

Access for individuals of Limited English Proficiency is a huge issue given current immigration increases. In a border state like New Mexico, Spanish is obviously the primary need. However, immigrants from many other areas of the world are increasingly coming to New Mexico. Because of the relatively small number of individuals speaking languages other than Spanish, the need for interpreters for languages other than Spanish is a critical issue in the New Mexico and specifically in our justice system for both adults and juveniles.

The partnership we're proposing will help all agencies within the criminal/juvenile justice system increase access to those with limited English proficiency and to ensure compliance with requirements under Title VI of the Civil Rights Act. "The central theme ...is the need to achieve economies of scale in program responses through coordinated efforts of multiple agencies, where no single agency has enough regular demand for services to solve the problems on its own. Interpreting agencies, regionally, statewide, interstate, and, where appropriate, across courts and other government agencies of state and federal jurisdiction," excerpted from: "*Interpreting Resource Center for the Justice System and Other Public Agencies: A Concept Paper*," William E. Hewitt, National Center for State Courts, July, 2004.

The partnership will establish shared capacity for recruitment, screening, and training of interpreters. Through these joint recruitment efforts, coordination of interpretive services across the identified justice system agencies, and enhanced entry-level training and continuing education (as we include higher education in the partnership), we will increase the number and quality of trained interpreters.

The AOC is committed to providing leadership in creating this partnership. We know it will benefit all participants in the justice system by increasing access and fairness through the increased availability and diversity of skilled, certified interpreters. It will also create a model that

may eventually expand to a partnership of even a broader spectrum of public services, increasing the public's understanding of the justice system's community commitment and its essential role in the fabric of our society.

The response to the AOC's invitation was positive and at the time of the grant application, the proposal submitted included letters of support and interest from the following partner agencies:

- New Mexico Administrative Office of the District Attorneys
- New Mexico Public Defenders
- New Mexico Department of Corrections
- New Mexico Police Chiefs' Association
- New Mexico Association of Sheriffs
- New Mexico Children, Youth & Families Department
- New Mexico Administrative Office of the Courts
- New Mexico Commission for the Deaf and Hard of Hearing
- Judicial Education Center, University of New Mexico
- Community Outreach Program for the Deaf
- University of New Mexico – Los Alamos
- Doña Ana Community College – Las Cruces
- Central New Mexico Community College – Albuquerque.

Over the course of the Partnership's first year, key partners stepped up, others stepped out, and new partners stepped in. In the first months of the Partnership, key partners were the State Police, the Children, Youth & Families Department, and the University of New Mexico – Los Alamos, Doña Ana Community College, and Central New Mexico Community College, under the leadership of the New Mexico Supreme Court and the Administrative Office of the Court. It was obvious early on that working with statewide associations of law enforcement professionals was not an effective means of engaging this segment of the justice system. The State Police, however, were keenly interested in being involved and came to the table with a clear understanding of both the need for the partnership and the potential benefit to public safety. New partners stepping in to take active roles were the New Mexico Translators & Interpreters Association and the Access to Justice Commission, via their staff attorney.

From the first Partnership meeting held on November 5, 2008, the project's primary goal has been to ensure that individuals with limited English proficiency who become involved with the New Mexico justice system (civil and criminal) have access to culturally and linguistically appropriate services, consistent with the State Constitution and Title VI of the Civil Rights Act of 1964 and Executive Order 13166. (See Attachment A) The means selected to achieve this goal, as noted above, was a justice system agency collaboration

model adapted from the concept described by William E. Hewitt of the National Center for State Courts in 2004.

In narrative terms the original scope of the project, as describe in the original project abstract was:

“... to increase awareness through targeted recruitment and provide skill-building opportunities in the community, in partnership with higher education, which will qualify interpreters for work throughout the justice system and provide a foundation for advanced training in other specific areas e.g. juvenile justice, corrections or the courts. A registry of qualified interpreters, recruited and trained based on regionally identified needs of the partnership member agencies will be created and maintained. Training will also be developed for justice system agencies and court staff on the roles, responsibilities, and professional ethics expected of qualified interpreters and those who work with them will ensure that justice system agencies know both when and how to utilize these qualified and certified interpreters.”

The project’s specific objectives have stayed constant and are still guiding the Partnership as it moves into Year Two.

Specific objectives of the partnership are to implement and maintain:

1. A registry of qualified interpreters recruited and trained based on regionally identified needs of the partnership member agencies.
2. Training and testing to qualify interpreters for work throughout the justice system and provide a foundation for Certification as Court Interpreters or advanced training in other specific areas of focus, e.g. juvenile justice, corrections
3. Training for groups and agencies on the roles, responsibilities, and professional ethics expected of qualified interpreters and those who work with them.
4. Increased accountability in ensuring meaningful access by Limited English Speaking persons to justice system services, consistent with Title VI of the Civil Rights Act of 1964 and Executive Order 13166.

Early in the Partnership in became clear that these objectives must be sequenced in terms of what had to happen first to ensure success. The Partnership focused in on Objective 2, *training and testing to qualify interpreters for work throughout the justice system*. The successful development of a professional recruitment and training mechanism was identified as the necessary foundation for progress toward the other three objectives. With an amazing level of commitment and clarity, the New Mexico Supreme Court and AOC stepped forward with funds exceeding the required cash match for the State Justice Institute grant, to provide start-up funds for

the Partnership's primary first year product, the creation of the New Mexico Center for Language Access.

With a singularity of purpose, the three higher education partners came to the table in April 2009. For three long days they set aside concerns of turf, tuition, and competition for students to work with the AOC, experienced court interpreters, and educators to design a professional development model. They set forth some key parameters, focusing on:

- Developing a model that would be an avenue for New Mexico's large bilingual population to leverage their language skills toward a career, regardless of prior level of education
- Ensuring broad accessibility – geographically, financially, and linguistically
- Providing, at minimum, a certificate-level course of study.

Within three months of this work session, the Partnership, on July 8, 2009, introduced the New Mexico Center for Language Access via a news conference on the front lawn of the New Mexico Supreme Court. Chief Justice Edward Chávez described the project:

"The New Mexico Judiciary is pleased to bring together and join with our higher education partners in this important endeavor. The Center for Language Access will help the justice system and other public agencies ensure that all New Mexico citizens have equal access to services regardless of their English language ability. Equally important, the Center's programs will offer a wonderful opportunity for those multi-lingual citizens among us to leverage their language abilities into a professional career. This is uniquely significant in our largely bilingual state and especially so in these challenging times."

Several key aspects of The New Mexico Center for Language Access (NMCLA) seemed to resonate with the public and with potential students:

- NMCLA uses an on-line learning platform to ensure student access across New Mexico and beyond.
- All Center programs are multilingual, and in the first year including, but not limited to, Spanish, Arabic, Chinese, Vietnamese, Navajo, and American Sign Language.
- Assignments and mentoring with language experts and working professionals in each target language and on-the-job internships round out the students' experience.

The unique collaboration, which is the New Mexico Center for Language Access, was widely reported nationwide following the July 8 news conference. The first cohort of twenty-nine students began coursework on November 9, 2009, little more than one year since the initial meeting of the New Mexico Justice System Interpreter Resource Partnership.

As NMCLA became a reality, less active members of the Partnership stepped back in. The Administrative Office of the District Attorney identified funding for seven full scholarships for its bilingual advocates to enroll in NMCLA. The Public Defenders Department scheduled Partnership staff for presentations to the District Defenders and statewide Public Defender support staff. Presentations were also scheduled with the Tribal State Judicial Consortium and the Access to Justice Commission. The prioritization of Partnership objectives was proven effective. Partners responded when a resource existed; the resource being NMCLA.

The New Mexico Supreme Court also moved forward with a significant decision to provide a wage incentive for bilingual employees of the state courts who successfully completed a course of study with NMCLA. This action reflects the continuing commitment of the New Mexico Judiciary to ensure competent language access across its courts. It is an exemplary act of leadership to commit additional resources toward the goal of language access especially in such difficult economic times.

The early success of this amazing endeavor still leaves much to be accomplished and to be proved. Many challenges and opportunities face the partnership as it moves into Year Two. These challenges include:

- Maintaining student interest in NMCLA and moving toward an independently sustainable program
- Ensuring work for NMCLA-trained justice system interpreters across justice system agencies
- Strengthening and institutionalizing the Partnership structure and the commitment of partnership member agencies
- Appropriately incorporating a new classification of interpreters, qualified, but not certified within the New Mexico court system;
- Measuring improvements in language access and accountability of the New Mexico Justice System.

Activities and Progress by Objective

Objective 1: A registry of qualified interpreters, recruited and trained based on regionally identified needs of the partnership member agencies.

During year one of the Partnership, the project coordinator conducted a survey, with approximately 100 respondents, to define and identify needs for language access services throughout New Mexico. The respondents represented a wide variety of government agencies that included representatives from justice system partnership agencies. While the needs assessment provided valuable information, it failed to provide regional information on interpreter/bilingual needs and did not distinguish between rural and urban demands. The survey is being targeted, in Year Two of the Partnership, by Judicial District, to ensure that training and resources are developed to address specific needs of the diverse communities that comprise New Mexico.

The establishment of a registry of qualified interpreters continues as a work in progress, which will be more fully realized as individuals complete the New Mexico Center for Language Access certificate programs. Individuals successfully completing the certificate training will be added to the Registry, maintained by the AOC, in concert with its maintenance of the Directory of New Mexico Certified Court Interpreters. It is expected that the first cohort of NMCLA students will complete the program in spring 2010. Successful candidates will be placed on the Registry to provide a resource for Justice System and other partnership agencies when a qualified interpreter is needed. The Partnership in collaboration with AOC will determine processes and fees for accessing and engaging Registry interpreters. The Registry interpreters will be required to comply with the continuing education requirements of the AOC. AOC will take responsibility for background checks for newly certified and qualified interpreters as well as overseeing compliance with their AOC mandated continuing education requirements.

Objective 2: Training and testing to qualify interpreters for work throughout the justice system and provide a foundation for Certification as Court Interpreters or advanced training in other specific areas of focus, e.g. juvenile justice, corrections

New Mexico Language Access Services (administered by the New Mexico Administrative Office of the Courts)

As described below, the New Mexico Court Interpreter Certification Program was redesigned over the past year to provide candidates increased opportunities for self-assessment, mentoring, and observation. Additionally, in collaboration with its college and university partners, the New Mexico Judiciary has led the development of an exciting new certificate program, the New Mexico Center for Language Access (NMCLA).

NMCLA will prepare candidates for interpreting throughout the justice system as well as for testing to become a Certified Court Interpreter. The Partnership's efforts of the past year were predicated on previously conducted evaluations of interpreter candidates taking part in the two-day orientation and skill-building courses that had indicated strong support for the trainers and the quality of the training but made it clear that the program should "provide additional opportunity for training and support." Other student suggestions were providing mentoring opportunities, shadowing experiences and establishing small study groups for students preparing to become certified interpreters.

The Partnership and the AOC responded by increasing the frequency of orientation and skill building classes and the administration of examinations, holding them at different locations in the state (another student request), and providing training in English to encourage and enable the participation of interpreter candidates in a variety of languages. Languages represented have included Spanish, American Sign Language, Arabic, Portuguese, Vietnamese, Thai, Mandarin, Cantonese, Russian, German, and French. The AOC now administers all Consortium examinations in Spanish and languages other than Spanish and has approved an alternative method of qualification for individuals wanting to test in languages for which there are no Consortium examinations.

Mentored Learning Teams for interpreter candidates in Spanish and in languages other than Spanish (LOTS) have been established and are receiving strong support and validation by students participating in them. Learners who become involved in a mentored learning team don't have just themselves to rely on. They receive encouragement, guidance and support both from their mentor *and* their colleagues, finding they are more likely to stick to their plan and ultimately achieve their learning goals because of this support.

One unanticipated phenomena of these increased orientation/learning opportunities is that serious students seem to be taking more time to prepare for the certification examinations. They don't feel rushed to take the certification examinations or be forced to wait a year, as they would have been under the previous system and process. Through the orientation and skills building, the participants gained an awareness of the complexity and the demands of becoming certified, leading to a decline in the number of individuals taking the examinations for certification but with a significant increase in the number of examinees passing the certification. Seventy-three percent of those taking all four of the Consortium exams as required by New Mexico for certification (11 out of 15), successfully achieved certification. Newly certified court interpreters included 10 Spanish and one Russian interpreter.

Other significant program enhancements in the court interpreter program over the past year include:

- Publicizing of hard to fill assignments by AOC (100% success in scheduling interpreters for these assignments);
- Increased accountability of certified court interpreters is being achieved through implementation of continuing education requirements, National Crime Information Center (NCIC) background checks and a yearly Certified Court Interpreter Conference.

New Mexico Center for Language Access

(See Attachment B and visit www.nmcenterforlanguageaccess.org)

While supporting the significant and positive changes to the court interpreter certification program of the New Mexico Judiciary, the Partnership has also moved forward with its most ambitious project, the New Mexico Center for Language Access (NMCLA). Through NMCLA, those interested in building upon their bilingual abilities can earn certificates in medical interpreting, justice system interpreting, and bilingual communication. NMCLA began accepting applications July 20, 2009.

Coming together through the New Mexico Justice System Interpreter Resource Partnership, the New Mexico Administrative Office of the Courts, the University of New Mexico — Los Alamos (UNM-LA), Doña Ana Community College (DACC), and Central New Mexico Community College (CNM) and THE University of New Mexico Hospitals created the New Mexico Center for Language Access to provide training for bilingual individuals interested in ensuring language access to services for limited English proficient persons throughout the justice and healthcare systems.

With administrative leadership from the University of New Mexico – Los Alamos and the support of the Administrative Office of the Courts, the Center currently offers state-of-the-art training in justice system and medical interpreting and bilingual communication for bilingual employees who want to build on their language abilities (e.g., nurses, court clerks, correction and patrol officers). Future offerings, in collaboration with the New Mexico Administrative Office of the Courts, include continuing education options, refresher courses, and learning teams for already certified or working interpreters and candidates for certification.

NMCLA Mission and Values

The mission of the New Mexico Center for Language Access is to ensure language access to justice and healthcare for individuals with limited English proficiency, and for deaf and hard of hearing persons.

The Center's Core Values are:

- Integrity
- Quality
- Access
- Diversity
- Service
- Creativity
- Social responsibility
- Personal development

Multilingual Interpreting and Bilingual Communication Certificate Programs

NMCLA's interpreting programs are intended to raise awareness about the importance of interpreting in the lives of those who use the service. With today's socio-economic reality in mind, and considering the fast paced world we live in, training is offered online to make it more accessible. A diverse team of highly qualified professionals ensures quality, while partner agencies lend their legacy and support.

The Center is currently offering four non-credit certificate programs: Justice System and Medical Bilingual Communication and Justice System and Medical Interpreting.

The *Bilingual Communication* tracks are designed to train bilingual individuals who already work in the justice or healthcare systems and those who would like to work as informal or community interpreters in these areas. Individuals in this program will acquire the necessary tools to improve the quality of their linguistic work as well as their professionalism. From the perspective of the justice system partners this is the most significant of the NMCLA offerings. New Mexico is traditionally a bilingual state. Many court employees, correction

employees, and state police officers are bilingual. Many of these bilingual employees are called on in the course of their work day, if not by their job descriptions, to provide interpreting and translating services for their customers.

The *Bilingual Communication* course offerings are grounded in the reality that bilingual ability does not ensure an appropriate or proper level of interpreting services, even informally, in a court, police or corrections setting. Bilingual Communication students can expect to enrich their justice-system vocabulary, learn the modes of interpreting, and develop an ethical foundation for their work as bilingual communicators. Students explore together the ethical dilemmas they face every day as informal interpreters and address dilemmas they may not have previously known existed. The goal of this program is ensure *competent* language access at all levels of customer contact in the courts and other justice system agencies.

Justice System Interpreting is designed to educate interpreters to work formally throughout the Justice System. Individuals interested in pursuing court interpreting certification are ideal candidates for this program. Medical Interpreting is designed to train interpreters who facilitate linguistic and cultural communication between patients and healthcare providers. Languages for the first year include: Spanish, Arabic, Vietnamese, Chinese, Navajo and American Sign Language. In NMCLA's programs, the level of specialization is designed to increase as students advance in their courses.

The core coursework of the Justice System and Medical Interpreting training focuses on fundamental translation and interpreting theory, techniques, and practice. It also exposes students to different cultural and ethical considerations that are essential to the professional interpreter. During their specialization, students acquire the specific technical terminology and fundamentals of the concepts of either the justice system or medical field. Students also continue with intensive practice of the modes of interpreting. In the case of the interpreting programs, the completion of the specialization course is followed by an internship that provides students with hands-on experience in the profession.

A fifth program, Technical Translation, will be added in the near future.

The NMCLA Team

NMCLA is a service-oriented organization committed to encouraging individuals towards personal development and fulfillment. NMCLA is also committed to continually improving the training it provides. The Interdisciplinary team that has created NMCLA and is developing and delivering its online curriculum and

on-the-job training and mentoring truly provides a global vision for the program. Those involved include:

NM Administrative Office of the Courts

Pam Sánchez, Statewide Program Manager, Language Access & Jury Services
Paula Couselo-Findikoglu, Director of NMCLA

Faculty:

Isabel Guerra McSpadden, Ph.D., Federally Certified Spanish Court Interpreter
Michael Kagan, Federally Certified Spanish Court Interpreter
Bethany Korp-Edwards, Federally Certified Spanish Court Interpreter
Mohamed Ali, Ph. D., State Department Certified Arabic Interpreter & Translator
Esther Yazzie-Lewis, Federally Certified Navajo Court Interpreter
Ann Tran, Berlitz Certified Vietnamese Court Interpreter
Leonor Figueroa-Feher, Phd., Federally Certified Spanish Court Interpreter
Tina Sibbett, J.D., Access to Justice Staff Attorney

Graphic Designer & Web Developer

Bruna Canabrava,

University of New Mexico, Los Alamos Branch

Cedric Page, Ph.D., Executive Director
Kate Massengale, Ph.D., Dean of Instruction

Faculty

Yi Yuan, Ph.D., Translator & Chinese Language Expert

University of New Mexico, Continuing Education

Faculty and Curriculum Development Consultant:

Ludmila Layne, Ph. D., Curriculum Developer

University of New Mexico Hospitals

Faculty:

Guadalupe Reyes, Medical Interpreter

New Mexico Commission for Deaf & Hard of Hearing Persons

Faculty:

Lisa Dignan, Director of Communication Access & Development

Doña Ana Community College

Kristian Chervenock, Director of Community Education
Frank Torres, Marketing Consultant

CNM Community College

Susan Murphy, Ph.d., Vice President for External Affairs
Lisa Aldon, Program Coordinator, Workforce Training Center

Faculty:

Jennifer Albright, J.D., Director, Judicial Studies Program

NMCLA is designed to allow a wide range of interested students to enter the bilingual/interpreter career path across the justice system and consider working toward becoming a certified court interpreter. This broadens the pool of potential interpreters while at the same creating interpreters who are keenly aware of the demands, expectations and ethical responsibilities for interpreting during the course of a judicial proceeding. The peripheral intent and benefit is that those students who do not pursue the path of becoming a court interpreter have increased their skills and will better serve Limited English Proficient (LEP) and Non-English Speaking individuals in need of services across an array of public and, potentially, private agencies.

At the time of this report, twenty-nine (29) students are registered and actively participating in the NMCLA Introductory Course. These students represent three language groups, Spanish, Navajo, and Chinese and have registered across the four tracks, with the majority in the Justice System Bilingual Communication and Interpreting Tracks.

Public Response

NMCLA's enthusiastic reception is best captured through the words of current and potential students:

Comments from students, 2009 cohort

"I think being the first group, the whole experience was great. Paula and Ludmila are great helping students and always open to anything. Thanks for your accessibility and open door policy. I think all on-line classes should have teachers like you. You were always there for us."

"I had problems with my own computer but the actual course was very easy to follow and had great instructions. I enjoyed the experience and I will see you next class for sure."

"I am exploring Online Learning. I am impressed with your curriculum! You are so talented."

Comments after launching NMCLA

"I cannot start to tell you how HAPPY, it makes me to know that these courses are available. I had been looking for this last month and was not happy with the results I got. One of my co-workers brought in the article this morning and let me tell you this is just what I have been waiting for. I would love to be part of this. I have been translating documents and assisting physicians all this time, but I just felt that being certified would help me so much more."

"I'm so excited, please let me know how I can be part of this, I have tried to apply on line. If possible I would love to drive to campus and get as much information as I can. I'm so ready, once again Paula thank you for this wonderful opportunity."

"Thank you, the website looks great and I have read about the team, the mission of the program and the link to the 1st newsletter. I am very excited. Please keep me informed as I want to sign up as soon as possible."

"I am extremely interested in your upcoming program. I would love to be notified when information will be available for your training modules. I currently work as an interpreter in medical and mental health settings. This is something that would just take me to the next level. Thanks in advance for your help."

"I am very excited to hear about this program, I am sure this effort is going to be of a great help and beneficial for many people. Congratulations!!!!"

"I read with much interest and enthusiasm the press releases today concerning the New Mexico Center for Language Access. I first want to applaud and thank you and your staff for establishing such a facility in New Mexico."

"I am very excited to read about your new center. Congratulations! This sounds like a great opportunity for your state and for all interpreters."

"The programs you are offering would enable me to serve a community and state which I love."

Objective 3: Training for groups and agencies on the roles, responsibilities, and professional ethics expected of qualified interpreters and those who work with them.

In the first year of the Partnership and the SJI Grant, focus was on securing the involvement and commitment of leadership across justice system agencies. The Director of the New Mexico Administrative Office of the Courts (AOC), Arthur W. Pepin, has provided significant leadership on the issue of language access and the Partnership's efforts. His leadership and advocacy have set the stage for expanded field training on recognizing the need for language access services and the roles and responsibilities of qualified interpreters and bilingual staff in providing services to LEP and NES individuals.

The New Mexico Judiciary, having received final Supreme Court approval in late September, will now provide an hourly wage differential for all bilingual court employees who successfully complete NMCLA certificate programs. Other Partnership agencies committing to supporting NMCLA and related training efforts include the New Mexico State Police, Chief Judges Council, Court Administrators Council, Magistrate Judges Association, Children, Youth & Family Department, the New Mexico Public Defenders Department, the Administrative Office of the District Attorney, which has enrolled seven of its staff members in NMCLA with full scholarships, and the Judicial Education Commission, which has agreed to provide scholarships for judicial staff enrolling in NMCLA.

Objective 4: Increased accountability in ensuring meaningful access by Limited English Speaking persons to justice system services, consistent with Title VI of the Civil Rights Act of 1964 and Executive Order 13166.

As the Partnership continues to address on the above objectives, which are focused primarily on educating bilingual individuals and justice system personnel on the requirements, professional standards and ethical foundation of ensuring language access, progress toward this fourth objective is guaranteed. The Partnership's efforts represent a real opportunity for New Mexico to fortify its commitment to Title VI of the Civil Rights Act and Executive Order 13166.

Additionally, in its second year, the Partnership is sponsoring, with the assistance of the State Justice Institute, a significant training opportunity for New Mexico justice system agencies and other executive branch agencies on Title VI compliance. The Partnership is bringing nationally recognized consultant, Bruce Adelson, formerly of the Department of Justice, to New Mexico deliver a one-day seminar related to Title VI of the Civil Rights Act.

Training for Partnership Agencies and the training being developed for New Mexico State Courts puts a significant emphasis on Title VI of the Civil Rights Act of 1964 and Executive Order 13166 both in terms of specific requirements and compliance issues. Additionally, AOC worked with local experts to develop a training segment on cultural competency for the October 2009 NM Certified Court Interpreters Conference. These materials have been adapted as part of the Introductory Course required of all NMCLA students. Title VI is a key element in both these trainings.

Additionally, over the first year of the Partnership the New Mexico Administrative Office of the Courts has taken the following steps to ensure language access across state courts consistent with the requirements of Title VI and Executive Order 13166:

- Educating interpreters and the courts to increase the use of team interpreting for any proceeding expected to exceed two hours in length;
- Educating the courts to decrease the inappropriate use of non-certified interpreters and assisting the courts to find certified interpreters to hard to fill assignments;
- Providing key juror documents in Spanish and English, including the New Mexico Jury Orientation Video (in Spanish and English – for the deaf -- closed captioning); juror questionnaire; juror qualification and request for excusal form.

Project Evaluation

This report provides a process summative evaluation of the New Mexico Justice System Interpreter Resource Partnership (the Partnership) activities.

Behavioral Assessment, Inc. (BAI) is a Los Angeles based firm with over 20 years experience in the field of research and evaluation. The evaluation efforts are led by contracted CEO of BAI and Evaluation Director, Richard C. Cervantes, PhD. and Monique Lopez, Research Associate. This report will summarize progress and challenges of the first year of the Partnership. In addition, this report will highlight progress and challenges made in each of the project objectives and specific tasks as identified in the original proposal. The evaluation team, contracted in February 2009, has been actively involved in the planning process, development, and implementation of data collection for the Partnership.

EVALUATION DESIGN

BAI has conducted an evaluation of the formative aspects of the New Mexico Justice System Interpreter Resource Partnership through various efforts. Specific areas of the formative evaluation were taken from the original grant document and include:

- A. *Track recruitment and training of partnership member agencies,*
- B. *Track and document partner's involvement and participation,*
- C. *Track and document partnership consensus building activities and planning process, and*
- D. *Track development of action plans related to partnership objectives.*

The BAI evaluation team used the following methods to monitor and evaluate the first year of the program, including:

- Regular meetings and teleconferences with Program Coordinator and other staff
- Review of all relevant project documentation and meeting records
- Participation in Partner conferences and meetings
- Conduct Partner Member key informant interviews

During FY 2009, BAI worked to evaluate the following efforts, activities, and documentation:

- Jan 8th Certified Court Interpreter Orientation Workshop
- Jan 26th Received NM Contract (BAI)
- Jan 29th First Evaluation Meeting with the Partnership Staff
- March 10th Evaluation Conference Call

- April 2009 Developed NM JSIRP data collection tool
- April 24-26 NM JSIRP Higher Education Project (Meeting Data Tools)
- April 30th Spring Partnership Mtg. (BAI presented on Partnership Evaluation)
- May 2009 BAI provided collaborative Work Session Meeting findings
- July 23rd Partnership Mtg. (conference call from L.A.)
- November 12th Fall Partnership Mtg. (BAI presented on Partnership Evaluation)

A list of The New Mexico Justice System Interpreter Resource Partnership as of October 29, 2009 can be found in Appendix C of this report. These partnership members met on several occasions during this year to collaborate in events and/or training sessions.

PROGRESS TOWARD GRANT OBJECTIVES AND TASKS

A. Description of Partnership Organization Development

The development of the New Mexico Partnership began immediately following the grant award. The current list of partnership members can be found in Appendix A of this report. Listed below are original partnering agencies:

- New Mexico Supreme Court
- New Mexico Administrative Office of the Courts
- New Mexico Administrative Office of the District Attorney
- New Mexico Public Defenders
- University of New Mexico-Judicial Education Center
- University of New Mexico – Los Alamos
- Central New Mexico Community College-Albuquerque
- Doña Ana Community College-Las Cruces
- New Mexico Sheriffs Association
- New Mexico Department of Children, Youth & Families Department
- New Mexico Corrections Department
- New Mexico Police Chiefs Association and State Police, Department of Public Safety
- New Mexico Community Outreach Program for the Deaf
- New Mexico Commission for the Deaf and Hard of Hearing

To establish the partnership collaboration several statewide partnership meetings were held. The second partnership meeting was held on April 30, 2009. Based on the meeting minutes topics covered included a report on the Higher Ed Project and its three day work session, April 24-26, provided by Paula Couselo, Project Coordinator for New Mexico Center for Language Access, which included Dr. Kate Massengale, Dean of Instruction, University of New Mexico-Los Alamos, Christian Chervenock, Director of Community Education, Doña Ana Community College and Jennifer Albright, Chair, Judicial Studies, Central New Mexico Community College. Brian Schwarz, Partnership Coordinator, discussed the Partnership's Interpreter Needs Assessment Report. An additional highlight was the introduction of the Project Evaluator, Dr. Richard Cervantes Evaluation Director and CEO of Behavioral Assessment, Inc. Arthur Pepin, AOC Director, described the AOC's commitment to the Partnership and the higher education project and his willingness to directly contact partner agencies and other New Mexico Cabinet Secretaries about potential involvement. He also proposed to work with the Supreme Court on a wage-differential for qualified bilingual employees of state courts.

The third partnership meeting was held on July 23, 2009. Based on the meeting minutes topics included a discussion the importance of partner commitments and potential partner contacts. In addition, Partners discussed and approved the Second Year Proposal to the State Justice Institute.

The fourth partnership meeting (Fall Partnership Meeting) was held on November 12, 2009. Based on the meeting minutes topics included the expansion of the Partnership; a presentation by Paula Couselo, Director of the New Mexico Center for Language Access, a presentation of Partnership's Year One evaluation by Dr. Richard Cervantes, CEO of Behavioral Assessment, Inc. as well as summary of trainings being conducted with partner agencies. Pam Sánchez updated the partners on Title VI training; Carl Dickens elaborated on Partner agency in-house training; and finally Kate Massengale, PhD., discussed the role and activities of the NMCLA Advisory council.

B. Description of Needs Assessment Development and Year One Planning

As originally proposed, a needs assessment to measure perceived need for interpreters and other language access resources was initiated in year one. The survey was developed online (see details of this survey and the resultant report in Attachment D). The Interpreter Services Needs Assessment provided insight as to the system-wide need for training and services. This needs assessment was developed to provide information essential to meeting JSIRP Objectives.

The primary research tool used in developing the Interpreter Services Needs Assessment was a survey created by the State of Alaska as part of a similar

State Justice Institute Grant. The New Mexico online survey, hosted by Zoomerang, Inc., was distributed to targeted members of the New Mexico justice system; and a link to the survey was sent to all participating members of the Partnership. Partners in turn distributed the link internally to staff members familiar with their agency's procedures for providing services for Limited English Proficiency (LEP) persons. Links were sent to court personnel at each of the 13 state District Courts, the Bernalillo County Metropolitan Court, and Magistrate Courts in all 33 counties. In order to help create the survey's questions and interpret its data, interviews were conducted with key informants within these agencies. Specifically, the survey represents 37 respondents from 24 Magistrate Courts, 49 respondents from 12 (out of 13) Districts Courts, and nine respondents from the Bernalillo County Metropolitan Court. There were no respondents from New Mexico Sheriffs or Police Chiefs, although interviews with these entities were conducted.

The findings included anecdotal insight about current language access services available system-wide to recipients' of the New Mexico justice system (Civil and Criminal) and were reported under three areas of interest: New Mexico's languages; the nature of existing interpreter services; and the future of serving LEP persons.

- Six languages identified by participants of this Needs Assessment in New Mexico were Spanish, Navajo, American Sign Language, Vietnamese, Chinese, and Arabic.
- When asked specifically regarding Languages Other Than Spanish (LOTS), the dominant language following Spanish were Navajo, American Sign Language, Vietnamese, Chinese, and Arabic.
- When asked to report what number speaks primarily or exclusively these top six languages, polled responses differed. However, because none of these languages make up more than one percent of language requests for any agency, interpreters have been required for these other languages within the past year: German, Russia, Korean, Japanese, Thai, Lao, Farsi, Hindi, Amharic, Tagalog, French, Cantonese, Indonesia, Chukese, Kirundi, Urdu, Punjabi, and other Native American Languages besides Navajo.
- Thirty-nine percent of respondents say they use bilingual and /or bicultural staff to interpret whenever possible.
- Forty-one respondents say they rely on clients' family and friends whenever possible.
- Most of the time, three percent of respondents say they rely on pantomime, pictures, bilingual dictionaries when making due with limited English, when no interpreter is available.

- Half of those polled say they would use a service to hire qualified freelance interpreters, if such a service would be made available between 76 to 100 percent of the time.
- Five percent anticipated the number of LEP clients to decrease while the other ninety-five percent believe this number will increase.
- When polled about satisfaction with the availability of certified interpreters in their area fifteen percent were very unsatisfied; thirty-five percent unsatisfied; forty-four percent satisfied; and six percent very satisfied.

The Interpreter Services Survey provided further insight on services currently available, however these findings surfaced other questions in regards to New Mexico's Languages, the nature of existing interpreter services, and closing with the future of serving LEP persons.

Among the questions that rose from this survey were:

- What is the number of certified interpreters versus working non-certified interpreters working on a regular basis in the state?
- How can certified interpreters be attracted to parts of the state where there is a greater than supply of interpreter services?
- How can the Administrative Office of the courts help organize within the greater justice system develop plans to improve day to day service to clients who speak a primary language other than English?
- How can the registry of interpreters be promoted and made more user-friendly so that all associates justice system agencies may benefit from it?

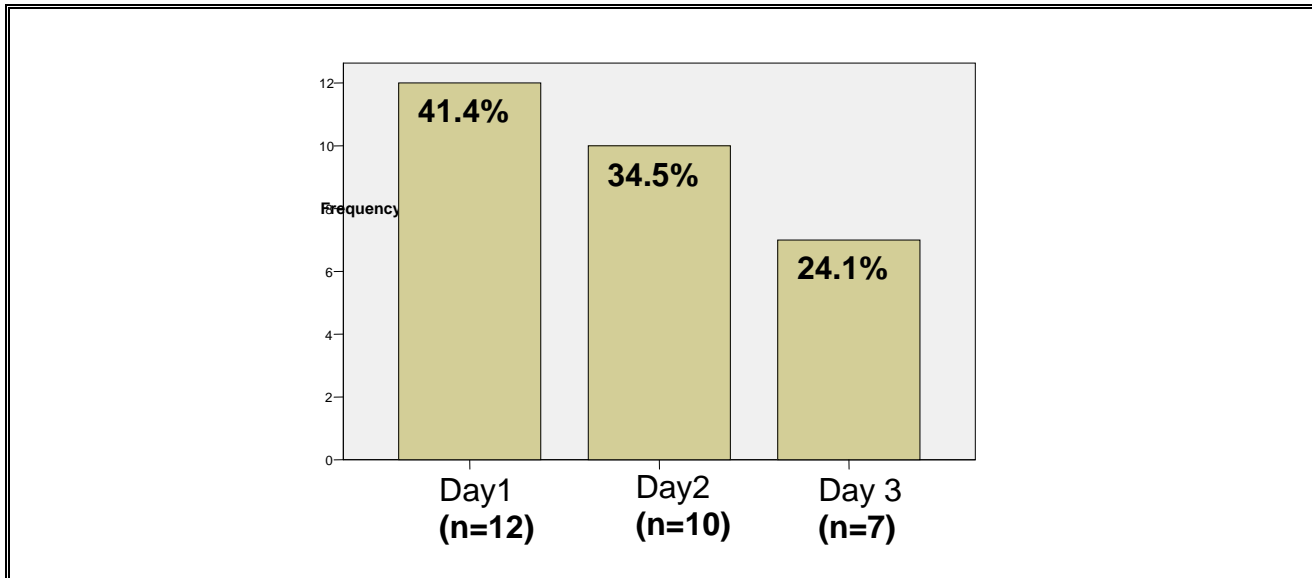
This summary presented pertinent information relating to existing services, and needed services based on the surveyed communities. It provides a foundation for ongoing partnership work and efforts to ensure that Limited English Proficient persons are provided with equal access to justice in the State of New Mexico.

C. HIGHER ED PROJECT WORK SESSION PLANNING EVENT

This component of the report includes findings from the three-day Higher Education Project collaborative work session held on April 24-26, 2009 in Albuquerque, New Mexico. Results do not provide the actual number of attendees but rather the number of evaluation forms completed at the end of each of the three sessions. Results in Table 1 show a significant decrease in the number of forms completed with 41.4% from session one to 34.5% in session two, while only 24.1% in session three. The evaluation form can be

found in Appendix E, with a full report, which includes participant comments and suggestions and the events agendas and background materials.

Table 1. Total number of completed evaluation forms by day.



Further findings from this evaluation form tell us that 92.9% of all participants strongly agree, while 7.1% agree, and 0% neither disagreed nor strongly disagreed that the *information related to planning a NM higher education program was important and relevant*. Participants were asked to write in *what aspects of the meeting were most helpful to you?* 9 of the 16 (calculate in %) replied that the discussion and or brainstorming of ideas were the most helpful aspect of the sessions.

D. Findings from Partner Member Evaluation Key Informant Interviews

Selected partners participated in a brief six question interview. This was created in order to provide feedback on the first year of the New Mexico Justice System Interpreter Resource Partnership process. The respondents were emailed the questions and contacted through a toll free conference call-in system hosted by Behavioral Assessment, Inc. Three respondents were female, while only one was male.

1) Describe how your were recruited as part of this AOC Project

Respondents shared a previous professional relationship to either Pamela Sanchez, Statewide Program Manager of the Administrative Office of the Courts or inherited the membership status by a previous representative.

2) Describe your understanding of the partnerships goals and objectives

Respondents reported the following to be their understanding of the Partnership Goals and objectives: Improve language access in New Mexico Judiciary; Increase knowledge of Title VI, specifically to educate judges on Title VI. They also noted a goal of improving the passing rate of certified interpreters, creating a registry of qualified interpreters and assuring that family members understand the ethics of family translating. Most importantly it was agreed that the goal was to provide equal access despite language ability and ensure all limited English proficient persons have access to service.

3) What is your opinion about the progress made and program objectives?

When Partnership members were asked to express their opinion about the progress made on program objectives it was agreed by all respondents that although this program has just finished the first year much ground work was covered. For a collaboration such as this, made up of multi professions, it made tremendous strides through the voicing of opinions and having shared goals among members. As one member stated, "Tremendous strides have been made in a short amount of time".

4) What has your level of involvement been in working with this partnership and how involved have you been?

Members reported various levels of involvement as members of the Partnership. One member stated having been a part of many developing pieces such as doing the interviewing, hiring and working with faculty of the Higher Education Project. Another member reports having participated intensely the first 6 months of the program and now serves as administrative support whenever necessary. In terms of the content of this program others reported having developed an online module and in the near future will be developing a code of ethics for bilingual communication. All of these areas are equally important for the success of this program; however there is one member that has provided direct training to the courts specifically, related to a key objective which has been to educate judicial employees regarding Title VI.

5) What is your opinion on expanding the partnership or strengthening the partnership?

It requires commitment from each member. A suggestion was offered to extend the language access program to military personnel through online courses. Another member suggested including the medical community. And another concluded that to keep partners actively involved, possibly need to provide each with action steps to clarify accountability of each collaborating partner in reaching stated goals and objectives.

6) How successful have the training activities been?

The success of training activities as reported by a member can be attributed to dedicated members working together. Several successful trainings have been reported such as the Title VI presentation offered to the Public Defenders of New Mexico which was attended by approximately by 100 public defender staff members.

Lessons Learned and Implications for Replication

New Mexico has a strong history as a dual language state and in its recognition of the undeniable need to include the court interpreter as partner to ensure justice and fair access to all involved in our justice system. Chief Edward L. Chávez, New Mexico Supreme Court, describes in a recent article how *Territory of New Mexico v. Romine*, 1881 includes the first reported opinion regarding court interpreting.

"In all counties where the jury contains members representing each language, or where persons speaking each are before the court, all the proceedings are translated by a sworn interpreter, who is a court officer, into the other language from that in which they originally take place."

Additionally, the State of New Mexico is the first, if not the only, state in the nation to seat Non-English Speaking (NES) jurors. The Supreme Court is steadfast in regard to the NES Juror, upholding the New Mexico Constitution, which in Article VII, Section 3, provides that "(t)he right of any citizen of the state to...sit upon juries, shall never be restricted, abridged or impaired on account of...inability to speak, read or write the English or Spanish languages." Edward L. Chavez, Chief Justice of the Supreme Court of New Mexico recently reflected on the intention and the challenges of fulfilling the Court's commitment to the NES Juror in an article entitled *New Mexico's Success with Non-English Speaking Jurors*. He details the responsibilities of New Mexico courts, as stated in 2002-NMSC-022 ¶ 12, 132NM at 573, 52 P.3d at 945, is to:

"(M)ake every reasonable effort to protect a juror's rights under Article VII, Section 3 ... and to accommodate a juror's need for the assistance of an interpreter because he or she is not otherwise able to participate in court proceedings due to the 'inability to speak, read or write English or Spanish languages.' What constitutes a reasonable effort depends on several factors, including: (T)he steps actually taken to protect the juror's rights, the rarity of the juror's native language and the difficulty that rarity has created in finding an interpreter, the stage of the jury selection process at which it was discovered that an interpreter will be required, and the burden a continuance would have imposed on the court, the remainder of the jury panel, and the parties."

Clearly in New Mexico language access is not regarded as a problem, but rather as an obligation. Despite the state's historical commitment, consistent, competent language access as a standard is not easily accomplished. This is especially true for individual courts or agencies, with shrinking budgets and increasing and often conflicting demands.

It was a synergy of historical commitment, realistic roadblocks, and current leadership that prompted the New Mexico Judiciary in 2008 to tackle the provision of language access in its courts head on. A concept paper written in 2004 by William Hewitt of the National Center for State Courts provided the starting point. Mr. Hewitt was invited to kick off the New Mexico Justice System Interpreter Partnership in November 2004 when he joined the initial partners to talk about his concept of a public agency resource center for interpreting.

The solution proposed by William Hewitt in 2004 is the solution that New Mexico pursues today:

"The objective and rationale for the proposed program is to pool the demand for interpreters into a single coherent system that can improve the quality of service, increase the availability of interpreters in more languages, and increase the efficiency of locating and scheduling interpreters. (PG 5, *Interpreting Resource Center for Justice System and Other Public Agencies*, William Hewitt, NCSC, 7/2004)

A variation of Mr. Hewitt's model was first attempted in Alaska, where geographic diversity, great distances, and increasing language diversity motivated the creation of a collaboration across public and private agencies and resulted in the creation of a private non-profit, Language Interpreter Center, managed by the Alaska Immigrant Justice Project. In Alaska, as in New Mexico, the leadership of the State Judiciary was key to the initial development and ongoing support of this unique partnership.

While the two projects have the same foundation, the concept of a public agency collaboration, they looked rather different initially, but grow in similarity as the partnership has unfolded in New Mexico. While in New Mexico the project began with only justice system partner agencies, the number and diversity of partner agencies has grown and continues to grow. University Hospitals, Legal Aid Providers, and Victim Rights groups are joining the New Mexico collaboration. Alaska had a large private foundation grant to assist with start-up and no court certification program to build on. New Mexico had a smaller State Justice Institute grant and AOC funding, combined funding totaling much less than Alaska. Analyzing the differences and similarities, successes and missteps of these two projects may prove very useful to other states or communities looking to build from Mr. Hewitt's model.

From New Mexico's experience, other states may want to consider their readiness in terms of the key factors which provided the foundation for the Partnership in New Mexico. As noted earlier these are identified as: historical commitment, realistic roadblocks, and current leadership.

Historical Commitment

While one cannot reshape history to create the unique diversity and dual language reality of New Mexico, any state, justice system, or community can assess its readiness in terms of cultural context and values and the extent to which the accepted cultural mores and values support language access as a basic right. Should the foundation be found lacking, the development of a collaboration must begin at an earlier stage than it did in New Mexico. It must begin with basic education and advocacy to raise awareness of the need for language access, its constitutional mandate, and the legal consequences of failing to make basic government services accessible to citizens of all language abilities. Obviously, this education is also an integral part of the New Mexico Justice System Interpreter Resource Partnership going forward, but the foundation was solid, in terms of history and law, providing the Partnership early on with strong footing from which to move forward with more in-depth training and community education.

Realistic Roadblocks

Lack of adequate resources combined with the enhanced enforcement of Title VI of the Civil Rights Act and Executive Order 13166 by the Department of Justice can be viewed as barriers or as challenges that serve to motivate change and collaboration. How “roadblocks” are defined and discussed is crucial to motivating other agencies to join a collaboration or partnership. With the New Mexico Justice System Partnership, the problems were defined and identified as shared across agencies and so were the solutions.

Agencies with significant issues or areas of concern regarding language access performance are much more open to discussing these challenges when they are talking with a partner agency that can not only identify similar issues, but with which they can partner to address common deficiencies. This approach opens the door. It doesn’t hold it open, however, and New Mexico’s Partnership will continue to struggle with the impact of shrinking resources and conflicting priorities. The Partnership’s success will hinge on how resource-sharing and its benefits can be made real for partner agencies and the extent to which existing human resources can be enhanced, through training and other supports, to improve language access with a minimum impact on bottom-line budgets.

One “roadblock” that wasn’t anticipated going into the Partnership and the development of NMCLA was the initial resistance of currently certified court interpreters. Concerns about actually having too many certified interpreters, creating a new level of “qualified” interpreters, and training bilingual court staff were frequently raised by even the most experienced court interpreters. While concerns still exist, ongoing conversations and trainings for certified interpreters are helping to address them. Information regarding Title VI of the Civil Rights Act of 1964 and its requirement for competent language access at

all points of court contact, not just in the court room; the needs of other Partnership agencies, which don't required certified court interpreters; and the benefit of increased education for court staff and judges, which is a major focus of the Partnership's Year Two activities, are being provided for all certified court interpreters. As noted concerns persist, but the conversation is being shifted from professional "turf" to broader issues of civil rights and cultural competency.

Leadership

This is probably the key ingredient to the success of the New Mexico Justice System Interpreter Resource Partnership to-date. It takes the courage and commitment of current leadership to build on the historical commitment of a state like New Mexico. The New Mexico Supreme Court and Chief Justice Edward Chávez, and the Administrative Office of the Courts and its Director, Arthur W. Pepin, have been instrumental in securing the cooperation of key partners, providing start-up funding and grant match funding, and educating the leadership of state courts regarding language access and its importance to ensuring justice for all New Mexicans.

Equally important is an understanding of how to identify the appropriate contacts within partner agencies and to build on the unique perspective and strengths each bring to the table. Leadership in a collaborative effort like the Partnership in New Mexico is, in many ways, a shared leadership. Individuals or agencies which cannot embrace this approach will either not last as part of the effort or will bring it down. It is important to identify key representatives who can speak for their agency, who understand the concept of resource-sharing and collaboration, and who are willing to act as a conduit for information between the partnership and their agency's management. Partnership staff and key consultants must also be chosen carefully for their ability to work in an environment of shared leadership. It has taken some missteps in personnel for the partnership to create the right blend of individuals for its leadership team.

Also, very important to the success of the New Mexico Partnership and its primary project, the New Mexico Center for Language Access, has been the ability of key partners, specifically the three higher education partners, to set aside traditional competitive instincts and bottom-line concerns to address a community need from a shared community perspective. The Partnership's success in this area is due in large part to the leadership of the University of New Mexico-Los Alamos and its Executive Director, Dr. Cedric Page, and Dean of Instruction, Kate Massengale. Without their commitment to make this collaboration work and their willingness to take the risk of engaging in its development with their competitors, NMCLA could not have been created.

Quoting from the “White Paper on Court Interpretation: Fundamental to Access to Justice, Conference of State Court Administrators (COSCA),” November 2007:

“The United States is a country founded on the process of immigration. One of the great strengths of our country is our acceptance of immigrants. Many of our citizens’ ancestors traveled here without the ability to communicate in English. One of the fundamental rights we have recognized, and an important reason immigrants continue to come, is our country’s belief in equal justice for all. But, to have equal justice for all, every litigant, every victim, every witness must understand what is happening in the courtroom. For individuals to be afforded equal justice, and for courts to achieve their mission of providing equal justice to all, court systems must develop viable systems to provide competent interpretation services to limited and non-English speakers.”

The New Mexico Judiciary’s unique collaboration -- the New Mexico Justice System Interpreter Resource Partnership -- and the Partnership’s establishment of NMCLA directly address the charge laid forth in this COSCA White Paper. Through the Partnership, the Judiciary has and will continue to provide demonstrated leadership to strengthen the ability of the justice system to serve its constituents. This leadership includes wage incentives for bilingual court employees who are willing to work to enhance their skills as bilingual communicators and increase language access for all through their work, and financial support for New Mexico Center for Language Access, the avenue for this professional development.

The New Mexico Center for Language Access holds a vital and integral role in broadening the scope of access across justice system services and beyond. As NMCLA creates skilled, trained, and professional bilingual staff; qualified justice system and medical interpreters; and certified court interpreters, it will change the system of justice in New Mexico. This effort of the New Mexico Judiciary and the New Mexico Justice System Resource partners is increasing the ability of the entire system of public service agencies to serve individuals in their native language: ensuring fairness, access, and accountability for these populations across the public sector.

With the assistance of the State Justice Institute the New Mexico Judiciary and the New Mexico Justice System Partnership have accomplished far more in a period of one year than might reasonably be expected. However, the need for continued focus and commitment is clearer now than even before. The next few months will be crucial to the ultimate impact of the Partnership. Its sustainability and the sustainability of NMCLA are not foregone conclusions. The true impact of the Partnership, however, will be the increased ability of

limited English proficient individuals to access justice system services equal to that of English speaking justice system participants. Developing appropriate measures of this access and the extent of its impact on justice in New Mexico will provide work for several years to come.

Looking Forward

The New Mexico Justice System Partnership - Year Two

The Partnership was awarded a second year of State Justice Institute Funding in October, 2009.

In the Partnership's second year efforts will focus on:

- Supporting NMCLA and serving in an Advisory Council role with the program.
- Developing and delivering training for all levels of justice system agency personnel and the judiciary. Curricula will target agency's specific needs, and will focus on the roles, responsibilities and professional ethics of qualified/certified interpreters with a goal of increasing the agency's use of such interpreters and qualified bilingual employees to ensure language access and Title VI of the Civil Rights Act and its requirements of all federally funded programs.
- Creating and maintaining an Interpreter Registry of Justice System interpreters (qualified through NMCLA) for use across Partner agencies and by other publicly-funded services.

As well, as delineated in the opening section of this report, the Partnership has the following challenges to address:

- Maintaining student interest in NMCLA and moving toward an independently sustainable program
- Ensuring work for NMCLA-trained justice system interpreters across justice system agencies
- Strengthening and institutionalizing the Partnership structure and the commitment of partnership member agencies
- Appropriately incorporating a new classification of interpreters, qualified, but not certified within the New Mexico court system;
- Measuring improvements in language access and accountability of the New Mexico Justice System.

ATTACHMENT A



Supreme Court of New Mexico

P.O. BOX 848

Santa Fe, New Mexico

87504-0848

October 14, 2008

CHIEF JUSTICE

EDWARD L. CHÁVEZ

JUSTICES

PATRICIO M. SERNA

PETRA JIMENEZ MAES

RICHARD C. BOSSON

CHARLES W. DANIELS

CHIEF CLERK

KATHLEEN JO GIBSON, ESQ.

(505) 827-4860

FAX (505) 827-4837

Dear Mr. Saavedra:

Thank you for your willingness to join the Administrative Office of the Courts as a partner in the newly funded New Mexico Justice System Interpreter Resource Partnership.

With the support of the State Justice Institute, the New Mexico Justice System Partnership has set an aggressive goal. We'll be working together to ensure that individuals with limited English proficiency who become involved with the New Mexico justice system have access to culturally and linguistically appropriate services. It will take the commitment of each of our agencies to ensure that we reach this goal.

To help us launch this effort, national expert and consultant Dr. William Hewitt will be joining us on November 5th for a half-day meeting at the Supreme Court in Santa Fe. I look forward to welcoming Dr. Hewitt as he helps us lay out a road map for the partnership, which will include assessing needs, identifying best practices, and increasing our understanding of the role of interpreter services across the justice system.

I look forward to meeting you or your designee as the New Mexico justice system kicks off this important new project. Details about the meeting are attached. If you have any questions, please contact Pam Sánchez, aocpjs@nmcourts.gov.

Again, thank you for your support and active participation with the New Mexico Justice System Interpreter Resource Partnership.

Sincerely,

A large, stylized handwritten signature in black ink, appearing to read "Edward L. Chavez".

Edward L. Chávez
Chief Justice

New Mexico Justice System Interpreter Resource Partnership

KICK-OFF PARTNERSHIP MEETING
With National Consultant, William E. Hewitt

Wednesday, November 5, 2008

1:00 p.m. – 5:00 p.m.

Supreme Court Conference Room, Room 208
237 Don Gaspar,
Santa Fe, New Mexico

(You may enter through the front entrance facing Don Gaspar or
by the south entrance. If you use the south entrance, pick up the
phone to request entry)

R.S.V.P. to Renee Lovato by October 31st
aocrjl@nmcourts.gov

Questions

Please contact Pam Sánchez, aocpjs@nmcourts.gov

(About William Hewitt: Mr. Hewitt was Principal Court Research Consultant --
Research Division, National Center for State Courts, Williamsburg VA from 1988 until
his retirement this past year. He was a Finalist - Innovations in American Government
Awards Program of the Harvard University and John F. Kennedy School of Government, 2002
for his conceptualized and establishment of the State Court Interpreter Certification Consortium,
of which New Mexico is a member.)

ATTACHMENT B



new mexico center for language access

MULTI-LINGUAL INTERPRETING AND TRANSLATION CERTIFICATE PROGRAMS

celebrating
diversity
advancing
equality

integrity

creativity

service

access

social
responsibility

quality

diversity

personal
development

Our partners



Our mission

- To ensure **language access** to justice and healthcare or individuals with limited English proficiency, and for deaf and hard of hearing persons.

Our core values

- Integrity
- Quality
- Access
- Diversity
- Service
- Creativity
- Social responsibility
- Personal development

Highlights

- **Multilingual** certificate programs.
- With today's socio-economic reality in mind, and considering the fast paced world we live in, we have decided to make our training more accessible by offering it **online**.
- A diverse team of highly **qualified professionals** ensures the **quality**,
- while our partners lend us their **legacy** and **support**.

Our programs: Overview

- The level of specialization is designed to increase as students advance in their courses.
- The core part of our training will focus on the fundamental translation and interpreting theory, techniques, and practice. It will also expose students to different cultural and ethical considerations that are important for good professional conduct.
- During their specialization, students will acquire the specific technical terminology and fundamentals of the concepts of the field they select.
- In the case of our interpreting programs, the completion of the specialization course will be followed by an internship that will allow you to gain hands-on experience in the profession.

Multilingual & Interdisciplinary Curricula

- Attorneys, experienced certified court interpreters, translators with a variety of backgrounds, as well as experienced medical interpreters, physicians and other other healthcare providers have designed these interdisciplinary curricula.

Bilingual Communication Certificate Programs

- Designed to train individuals who already work or would like to work as **informal or community interpreters** in the **Justice System** or **Health Care** industry. Individuals in this program will acquire the necessary tools to improve the quality of their linguistic work as well as their professionalism. **Duration: 12 weeks**

Interpreting Certificate Programs

- **Justice System Interpreting** is designed to train interpreters who work throughout the Justice System. Individuals interested in pursuing court interpreting certification are ideal candidates for this program. **Medical Interpreting** is designed to train interpreters who facilitate linguistic and cultural communication between patients and healthcare providers. Both programs include an internship at the end. **Duration: 16 weeks for spoken languages; 12 weeks for ASL.**

2009 Class Schedule

- **November 9th: Introductory Course**
- **January 4th: Core Courses**
- **March 1st: Specialization Courses**
- **April 26th: Internships**

2009 begins with 31 students!

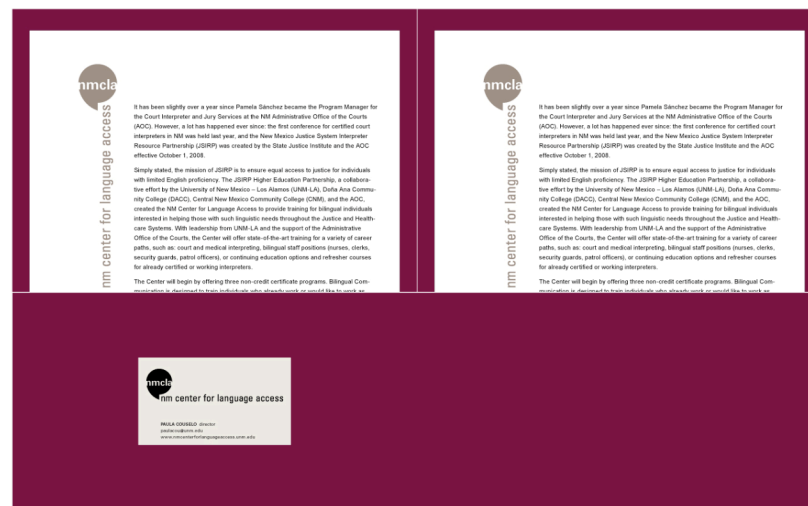
NMCLA welcomes students from Albuquerque, Santa Fe, Hobbs, Gallup, Las Cruces, Silver City, Las Vegas, Roswell, Rio Rancho, Los Alamos, Farmington, Tijeras & Phoenix Arizona!

- **JSI: 17**
- **JSBC: 10**
- 7 students from AODA through **STOP violence against women** grant
- 1 district court judge > mediation
- **MI: 4**
- **MBC: none**
- INTRO: 6 (MI: 1, JSBC: 2 , JSI: 3)

Stationery




Stationery



Language Access Conference Las Vegas, Nevada

celebrating
diversity
enabling
equality



new mexico center
for language access

ONLINE TRAINING !

An integrated combination of **online-learning** and internships makes training both accessible and high quality.

Because **qualified interpreters** are more employable, those who successfully complete the programs will be added to the **Partnership's registry**, which will be available to a variety of potential employers.

Our programs include:

- Interpreting skills (consecutive and simultaneous interpreting, and sight translation)
- English technical terminology
- Language-specific medical terms and jargon
- Ethics & roles of the interpreter and communicator
- Cultural competency
- Experience through an internship*

*interpreting program only

The mission of the New Mexico Center for Language Access is to ensure language access to justice and healthcare for individuals with limited English proficiency, and for deaf and hard of hearing persons. All programs are available in the following languages: Spanish, Vietnamese, Chinese, Arabic, Navajo and ASL.


MEDICAL AND JUSTICE SYSTEM SPECIALIZATION
Attorneys, experienced certified court interpreters, translators with a variety of backgrounds as well as experienced medical interpreters, physicians and other healthcare providers have designed these **interdisciplinary curricula**.

BILINGUAL COMMUNICATION CERTIFICATE PROGRAMS
are designed to train individuals who already work or would like to work as **informal or community interpreters**. Individuals in this program will acquire the necessary tools to improve the quality of their linguistic work as well as their professionalism. Duration: 12 weeks Tuition: \$1500






INTERPRETING CERTIFICATE PROGRAMS are more advanced and also include a **60-hour internship** to be completed at the student's location. Individuals interested in pursuing **court interpreting certification** are ideal candidates for this program. Duration: 16 weeks Tuition: \$2500

www.nmcenterforlanguageaccess.org

GRANTING INSTITUTION:



OUR PARTNERS:



2009 Court Interpreter Conference

nmcla

new mexico center
for language access

MULTILINGUAL INTERPRETING AND
TRANSLATION CERTIFICATE PROGRAMS

www.nmcenterforlanguageaccess.org

celebrating
diversity
advancing
equality

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The mission of the New Mexico Center for Language Access is to ensure **language access** to justice and healthcare for individuals with limited English proficiency, and for deaf and hard of hearing persons. All programs are available in the following languages: Spanish, Vietnamese, Chinese, Arabic, Navajo and ASL.

MEDICAL AND JUSTICE SYSTEM SPECIALIZATION: Attorneys, experienced certified court interpreters and translators, as well as medical interpreters, physicians and other healthcare providers have designed these interdisciplinary curricula.

BILINGUAL COMMUNICATION CERTIFICATE PROGRAMS are designed to train individuals who already work or would like to work as informal or community interpreters. Duration: 12 weeks.

INTERPRETING CERTIFICATE PROGRAMS are more advanced and also include a 60-hour internship to be completed at the student's location. Individuals interested in pursuing court interpreting certification are ideal candidates for this program. Duration: 16 weeks.

An integrated combination of **online-learning and internships** makes NMCLA's training both accessible and high quality.

Students who complete the programs will be added to the **Partnership's registry**, which will be available to a variety of potential employers.

OUR PARTNERS:



GRANTING INSTITUTION:



Visit us!

www.nmcenterforlanguageaccess.org



new mexico center for language access

MULTI-LINGUAL INTERPRETING AND TRANSLATION CERTIFICATE PROGRAMS

celebrating
diversity
advancing
equality

For more information:

www.nmcenterforlanguageaccess.org

paulacou@unm.edu

505.661.4680

1.800.894.5919, ext. 680

*NMCLA is a result of a State Justice Institute grant and that the points of view expressed do not necessarily represent the official position or policies of the State Justice Institute.

ATTACHMENT C

**New Mexico Justice System Interpreter Resource Partnership
October, 2009
Partners**

New Mexico Supreme Court
Justice Patricio Serna

New Mexico Administrative Office of the Courts
Arthur Pepin, Director
Pamela Sánchez, Program Manager Language Access & Jury Services
Tina Sibbett, Staff Attorney, Access to Justice

New Mexico Administrative Office of the District Attorney

New Mexico Public Defenders
David Eisenberg, Deputy Director

University of New Mexico
Pamela Lambert, Director, Judicial Education Center
Guadalupe Reyes, University of New Mexico Hospitals

University of New Mexico – Los Alamos
Dr. Cedric Page, Executive Director
Dr. Kate Massengale, Dean of Instruction
Paula Couselo, Director, NM Center for Language Access

Central New Mexico Community College
Dr. Susan Murphy, Vice President for External Affairs

Doña Ana Community College
Kristian Chervenock, Director, Community Education

New Mexico Department of Children, Youth & Families
Frank Weissbarth, General Counsel
Scott Cameron, Staff Attorney

New Mexico Corrections Department
Michael Estrada

New Mexico State Police, Department of Public Safety
Captain Randy Trujillo

Community Outreach Program for the Deaf
Lin Marksbury, Executive Director

New Mexico Commission for the Deaf and Hard of Hearing
Lisa Dignan, Interim Executive Director

New Mexico Translators and Interpreters Association
Bob Lopez, President

ATTACHMENT D

State Justice Institute Grant: SJI 08-N-173

New Mexico Justice System Interpreter Resource Partnership (JSIRP)

Interpreter Services Needs Assessment

April 30, 2009

Submitted by:

Brian D. Schwarz, Project Manager, Justice System Interpreter Resource Partnership (JSIRP)

New Mexico Administrative Office of the Courts
237 Don Gaspar Ave., Room 25
Santa Fe, New Mexico 87501-2178

505-660-4213

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New Mexico Justice System Interpreter Resource Partnership Assessment of System-Wide Need for Training and Services

Submitted for Review by JSIRP Partners
April 30, 2009

This report aims to further the overall programmatic objective of the New Mexico Justice System Interpreter Resource Partnership, which is to ensure that Limited English Proficient (LEP) persons who become involved with the New Mexico justice system have access to consistent, culturally and linguistically appropriate services. The intent of the questions asked and the data collected via the system-wide Interpreter Services Survey and key informant interviews is to advance the specific objectives of the partnership. These objectives are to implement and maintain:

1. A registry of qualified interpreters recruited and trained based on regionally identified needs of the partnership member agencies.
2. Training and testing to qualify interpreters for work throughout the justice system (civil and criminal) and to provide a foundation for Certification as Court Interpreters or advanced training in other specific areas of focus, e.g. juvenile justice, corrections.
3. Training for groups and agencies on the roles, responsibilities, and professional ethics expected of qualified interpreters and those who work with them, and
4. Increased accountability in ensuring meaningful access by Limited English Proficient persons to justice system services, consistent with Title VI of the Civil Rights Act of 1964 and Executive Order 13166.

As the contextual basis of this study bears in mind Title VI of the Civil Rights Act of 1964 and Executive Order 13166, it is relevant at this point to provide a clearer definition of these laws. President John F. Kennedy said in 1963, when signing Title VI of the Civil Rights Act of 1964 into law, said, "Simple justice requires that public funds, to which all taxpayers of all races [colors, and national origins] contribute, not be spent in any fashion which encourages, entrenches, subsidizes or results in racial [color or national origin] discrimination." In the section titled National Origin Discrimination Against Persons With Limited English Proficiency, the Act "prohibits recipients of federal financial assistance from discriminating against or otherwise excluding individuals on the basis of race, color, or national origin in any of their activities." Executive Order 13166, titled "Improving Access to Services for Persons with Limited English Proficiency," was signed August 11, 2000. It states that "it is expected that agency plans will provide for such meaningful access [for LEP persons] consistent with, and without unduly burdening, the fundamental mission of the agency."

Bearing these facts in mind, it is the intent of the investigator that this report provide constructive guidance to the JSIRP Partners for devising organizational strategies that will fulfill

the aforementioned objectives, and in particular, in making informed decisions regarding the provision of interpreter and bilingual services to Limited English Proficient persons.

The Interpreter Services Survey (ISS): Methodology and Limiting Factors

Methodology

The primary research tool used in preparing this report is the Interpreter Services Survey, which is based on a survey created by the State of Alaska as part of a State Justice Institute grant. The online survey, hosted by Zoomerang, Inc., was distributed to targeted members of the New Mexico justice system; a link to the survey was sent to all participating members of the partnership. Partners in turn distributed the link internally to staff members familiar with their agency's procedures for providing services for LEP persons. Links were sent to court personnel at each division of the 13 state district courts, the Bernalillo County Metropolitan Court, and magistrate courts in all 33 counties. In order to help create the survey's questions and interpret its data, interviews were conducted with key informants within these agencies.

Respondents to the Interpreter Services Survey include eight officers from the New Mexico State Police; two directors from the New Mexico Children, Youth and Families Department; One administrator from the Community Outreach Program for the Deaf; two respondents from the New Mexico Corrections Department (one from probation and parole and one from prisons); four Public Defenders; and three District Attorneys. From New Mexico Courts, respondents included judges, clerks, court executive officers and trial court administrative assistants. Specifically, the survey represents 37 respondents from 24 Magistrate Courts, 49 respondents from 12 (out of 13) District Courts, and nine respondents from the Bernalillo County Metropolitan Court. To date there have been no respondents from the New Mexico Sheriffs or Police Chiefs, although interviews with these entities are forthcoming.

The actuality that demand for qualified interpreters, especially in languages other than Spanish, outweigh supply in many areas of the state served as the impetus for this needs assessment. Questions for the Interpreter Services Survey were developed in such a way as to obtain relevant information that could provide the Justice System Interpreter Resource Partnership with a more concrete picture of the nature of this gap between supply and demand. As such, The questions on the ISS are organized among three distinct sections, which highlight New Mexico's Languages, The Nature of Existing Interpreter Services, and The Future of Serving LEP Persons.

Limiting Factors

This survey allowed for multiple respondents from each agency. The idea was that it would be beneficial to allow people serving in different posts within each agency to share their unique perspectives on how Limited English Proficient persons are served. The result of this method is that some agencies may be represented more heavily than others. However, most agencies delegated one point person to answer the survey at each of its internal divisions where Limited

English Proficient persons are served. So while the data is not faultless, it provides a significantly more qualified view of the subject matter than was previously available and should be considered a snapshot and stepping off point for further inquiry rather than a firm calculation.

Interpreter Services Survey: Results

Respondents: Question #1

Question #1 of the survey asked for each respondent's name, title and the agency they represent. While the names of individual responses will remain confidential, their responses may be categorized and reviewed along with other respondents from their agency to form agency- and region-specific statistics. This report, however, does not provide such targeted statistics.

New Mexico's Languages: Questions #2 through #11

While it is difficult to determine the number of individuals within certain ethnic groups who speak primarily or exclusively the language of their culture of origin, according to the 2006 American Community Survey (ACS) from the United States Census Bureau, 348,194 New Mexicans speak a language other than English at home. Of that number, 188,670 reportedly speak English less than "very well". These individuals are among those who, when involved with the justice system, may need some language assistance services, including language interpreting.

Not surprisingly, New Mexico hosts a significant number of Spanish-speakers both as residents and non-residents. In fact, according to the ACS, some 155,380 New Mexicans reportedly speak Spanish less than "very well". What may surprise some, however, is the growing number of individuals in the state who speak languages other than Spanish (LOTS) and may require services in their native languages in order to access to state services.

The ACS provides pertinent information regarding speakers of LOTS languages. Of those who speak other Indo-European languages, 3,810 reportedly speak English less than "very well". Of those who speak Asian and Pacific Islander languages, 7,339 people report speaking English less than "very well", as do 22,141 speakers of other languages. Unfortunately, statistics are not clear as to the number of New Mexicans who use American Sign Language to communicate.

Because these statistics give only anecdotal insight into the probable need for language services throughout the justice system, Questions 2 through 11 of the Interpreter Services Survey (ISS) attempt to quantify in better terms the number of individuals involved in the New Mexico justice system who speak Spanish as well as languages other than Spanish. According to the ISS, services have been provided to individuals in no fewer than 25 languages during the past year. After Spanish, which is reported by all respondents to the ISS as being requested by those they

serve, individuals communicating primarily in Navajo, American Sign Language, Vietnamese, Chinese and Arabic are also being served with notable frequency.

Question #2: Approximately what percentage of your potential clients or customers communicates using a primary language other than English?

As part of the total number of clients or customers, the percentage of those communicating in a primary language other than English varies. About three percent of respondents report that less than one percent of their customers communicate in a language other than English. Meanwhile, 54 percent of respondents report that between one and less than 15 percent of their agency's client base requests services in their native language. Another 25 percent of respondents report that 15 to less than 30 percent are served in a language other than English. Sixteen percent of respondents report that between 30 and less than 60 percent of their clients request services in their native language. And 3 percent of respondents report that more than 90 percent of the clients they serve speak a language other than English.

Question #3: For the next questions, we want to know about current or potential clients who approach your organization for services in any given month who have limited ability to speak and understand English. First, are there any clients approaching your organization who speak primarily or exclusively these languages? (Check all that apply)

For this question, six languages – Spanish, Navajo, Vietnamese, Chinese and American Sign Language – were identified as the primary languages of New Mexico as evidenced by the federal American Community Survey. Others were identified by respondents in an open-ended response category. By far the most pressing need is serving Spanish-speaking individuals – 100 percent of respondents report serving Spanish-dominant clients on a regular basis. At 32 percent, Navajo is the second most needed language requiring interpreters. Asian languages Vietnamese and Chinese are the next most-requested languages by those progressing through the justice system, at 18 percent and 11 percent respectively. Eight percent of respondents cite a need for Arabic interpreters on a regular basis. And American Sign Language rounds out the top six most-requested languages at 29 percent. Sixteen percent of respondents cited that other languages are requested with some frequency. These include, in no particular order, German, Russian, Korean, Japanese, Thai, Lao, Farsi, Hindi, Amharic, Tagalog, and French.

Question #4: Of all potential clients or customers who approach your organization in an average month and speak a primary language other than English, approximately what number speaks primarily or exclusively Spanish or Spanish Creole? Please give your best estimate.

Nearly half or 47 percent of respondents report that up to 15 percent of those they serve speak primarily or exclusively Spanish. Another 24 percent of respondents report that between 15 and 40 percent of their clients are Spanish speakers. About 12 percent say that between 40 and 90 percent of clients speak Spanish. And 18 percent of those polled say they serve a client base that is nearly 90 percent Spanish-dominant.

Question #5: ... approximately what number speaks primarily or exclusively Navajo? Please give your best estimate.

Forty-five percent of all respondents report that they serve no clients who speak predominantly or exclusively Navajo, while another 34 percent report that the number of Navajo-speaking clients served is less than one percent of their client base. Seventeen percent of those polled say the number of Navajo-dominant clients served averages between one and 10 percent, and another three percent say they serve between a Navajo-speaking client base of between 15 and 30 percent. One respondent estimated the number of Navajo clients served at between 50 and 60 percent.

Question #6: ... approximately what number speaks primarily or exclusively Chinese? Please give your best estimate.

Thirty-six percent of respondents report serving clients who speak primarily or exclusively Chinese; in these cases, 33 percent of respondents estimate that less than one percent of their total client base in a given month fits this category, while three percent report that between one and five percent of their clients are Chinese speakers.

Question #7: ... approximately what number speaks primarily or exclusively Vietnamese? Please give your best estimate.

Thirty-eight percent of respondents report serving clients who speak primarily or exclusively Vietnamese; in these cases, 32 percent of respondents estimate that less than one percent of their total client base in a given month fits this category, while five percent report that between one and five percent of their clients are Vietnamese speakers. One respondent reports the percent of Vietnamese clients is between five and 10 percent.

Question #8: ... approximately what number speaks primarily or exclusively Arabic? Please give your best estimate.

Twenty-nine percent of respondents report serving clients who speak primarily or exclusively Arabic; in these cases, 24 percent of respondents estimate that less than one percent of their total client base in a given month fits this category, while four percent report that between one and five percent of their clients are Arabic speakers. One respondent estimates the number of Arabic-speaking clients they serve to be between 10 and 15 percent.

Question #9: ... approximately what number communicates primarily or exclusively using American Sign Language (ASL)? Please give your best estimate.

Seventy-three percent of respondents report serving clients who communicate primarily or exclusively using American Sign Language; in these cases, 52 percent of respondents estimate that less than one percent of their total client base in a given month fits this category,

while 19 percent report that between one and five percent of their clients communicate using ASL. Another two percent report higher estimates.

Question #10: ... approximately what number communicates primarily or exclusively in a language other than one previously listed? Please give your best estimate.

Forty-three percent of respondents report serving clients who speak primarily or exclusively a language other than those previously listed; in these cases, 35 percent of respondents estimate that less than one percent of their total client base in a given month base fits this category, while six percent report that between one and five percent of their clients do. Another two percent report a slightly higher estimate.

Question #11: When service has been requested in one of these other languages, what other languages have been requested, and with what frequency? (Respondents were asked to list the languages in an open-comment format)

While none of these languages make up more than one percent of language requests for any agency, interpreters have been required for these other languages within the past year: German, Russian, Korean, Japanese, Thai, Lao, Farsi, Hindi, Amharic, Tagalog, French, Cantonese, Indonesian, Farsi, Chuukese, Amharic, Kirundi, Urdu, Punjabi, and other Native American languages besides Navajo.

The Nature of Existing Interpreter Services: Questions #12 through #21

Because the New Mexico justice system encompasses such a broad range of services and scenarios, and because these services are delivered in disparate and demographically distinct regions of the state, it is understandable that existing interpreter services would also be contrasting in nature. The intent of Questions 12 through 21 is to determine the qualifications of who is providing interpreter services and the manner in which such services are being delivered.

Question #12: Considering the means you use to facilitate interactions with clients who speak languages other than English, please tell us approximately how often clients are served by telephone interpreter language line or video relay in the average month.

The use of telephonic and video relay interpreting is rarely used in New Mexico, with 53 reporting they never use rely on such services and 32 percent reporting they rarely us them. Eleven percent of respondents say the use telephonic or video relay whenever possible. Three percent use it most of the time. The remaining one percent report relying on these methods exclusively.

Question #13: Please tell us approximately how often clients are served by bilingual and/or bicultural staff not designated or trained as official interpreters (not in their job descriptions) in the average month.

Thirty-nine percent of respondents say they use bilingual and/or bicultural staff to interpret whenever possible. Twenty-two percent rely on these staff most of the time, and five percent always rely on them. Twenty percent of respondents say they rarely use bilingual staff to act as interpreters, and another 14 percent say they never do.

Question #14: Please tell us approximately how often clients are served by the clients' families and friends (not agency staff members or professional interpreters) in the average month.

Employing clients' families and friends to assist in carrying out judicial activities rarely takes place, according to 37 percent of respondents. Eighteen percent say this never occurs. Forty-one respondents, however, say they rely on clients' family and friends whenever possible, and another four percent say they rely on this method most of the time.

Question #15: Please tell us approximately how often clients are served by professional interpreters (paid) in the average month.

Paid professional interpreters are always used by 17 percent of respondents and most of the time by another 34 percent. Thirty-three percent say they use paid interpreters whenever possible. Twelve percent of respondents say they rarely use paid interpreters, and four percent say they never do.

Question #16: Please tell us approximately how often clients are served by professional interpreters (unpaid volunteer) in the average month.

Professional interpreters who serve as unpaid volunteers are never used according to 57 percent of respondents. Another 30 percent say they rarely do. Nine percent, however, say their agency relies on volunteers whenever possible, and three percent say this happens most of the time.

Question #17: Please tell us approximately how often no interpretation is available (make do with limited English, pantomime, pictures, bilingual dictionary, etc.) in the average month.

Making do with limited English, pantomime, pictures, bilingual dictionaries and such, when no interpretation is available, rarely occurs according to 50 percent of respondents, and another 30 percent say it rarely does. Fourteen percent, however, say they rely on this method whenever possible, three percent say they rely on it most of the time, and one respondent says this is always the case.

Question #18: Please tell us approximately how often proceedings are conducted in the client's primarily (non-English) language in the average month.

Proceedings are conducted in the client's primary, non-English language with some frequency in the State of New Mexico. Eighteen percent of respondents say this is the preferred method

and that it is always the case; another 15 percent say this is the preferred method most of the time, and 14 percent say this happens whenever possible. Twenty-two percent of respondents say this rarely takes place, and 32 percent say it never does.

Question #19: Please tell us approximately how often clients are not served because of language barriers in the average month.

It is rare that clients are not served due to language barriers according to 59 percent of respondents. Thirty-eight percent say this never happens. Three percent of respondents admit this does happen, but not often.

Question #20: When your agency uses a professional interpreter, what percentage of the time is that individual a court interpreter certified by the State of New Mexico?

When using interpreters, the interpreters used are court interpreters certified by the State of New Mexico between 91 and 100 percent of the time, according to 62 percent of those who responded to the Interpreter Services Survey. Fourteen percent of respondents say they use certified interpreters between 61 and 90 percent of the time. Eight percent report using interpreters who are certified between 31 and 60 percent of the time, and 15 percent use certified interpreters 30 percent of the time or less. Only one respondent reports certified interpreters are never used.

Question #21: Which of the following characteristics apply to the language interpreters used by your agency? Please mark all that apply.

Fifty percent of respondents report the interpreters used in judicial proceedings by their agency successfully completed an oral performance test in justice system interpreting. Fifty-five percent report that the interpreters they use have demonstrated proficiency in English and the other language(s). Forty-eight percent say the interpreters used are trained in the ethics of interpreting. Fifty-four percent of respondents say the interpreters have demonstrated knowledge (in both languages) of specialized terms or concepts. And 45 percent of respondents say the interpreters they use are trained in interpreting for individuals with limited English proficiency.

Just one respondent says that none of the aforementioned qualifications fit the profile for any interpreters used. Fifteen percent of respondents commented specifically on the interpreters they use. One respondent reports US Border Patrol Agents are used as interpreters. Another says non-certified interpreters are used for arraignments. One says the court bailiff and family members are often used. Another says he/she is not sure of the credentials of interpreters used, "but they do the job!" One respondent reports they select interpreters based on their availability and professional demeanor. Finally, one respondent says they use only trained interpreters in court, but in the office they rely on untrained staff.

The Future of Serving LEP Persons: Questions #22 through #30

The intent of Questions 22 through 30 deal with satisfaction with how services are currently being provided and attempt to determine the current and future need for interpreters as well as the possible need for staff training within each member institution and according to geographic region.

Question #22: How satisfied are you with the way your organization handles clients who speak a primary language other than English?

Forty percent of respondents say they are satisfied with the way their organization handles clients who speak a primary language other than English, and 18 percent say they are very satisfied. Ten percent, however, say they were unsatisfied with their organization's procedures, and another 14 percent say they are very unsatisfied. Eighteen percent chose to remain neutral on this subject.

Question #23: Let's assume there is a service that provides qualified interpreters (who have completed coursework and passed examinations) as needed, and at a reasonable cost. Let's also assume that you have the authority to direct your organization to use or not use any and all interpretation services. About what percent of the time would you want to use such an interpretation service to communicate with clients, potential clients, and members of the public with limited English proficiency?

Half of those polled say they would use a service to hire qualified freelance interpreters between 76 to 100 percent of the time, if such a service were to be made available. Ten percent they would use such a service between 51 and 75 percent of the time. Fourteen percent say they would use one between 26 and 50 percent of the time. And 25 percent say they would only use such a service 25 percent of the time or less.

Question #24: How would you say that the number of potential clients who speak a primary language other than English will change in the coming year? Would you say there will be a lot more such clients, some more, about the same number, a bit fewer, or a lot fewer?

While a small percentage say they would anticipate the number of LEP clients to decrease somewhat or a lot over the next year – five percent – a large percentage believe the number will increase. In fact, 38 percent of respondents anticipate some more LEP clients and nine percent anticipate a lot more. Forty-eight percent of those polled believe the number will stay about the same.

Question #25: Some organizations rely in whole or in part on staff-members who speak languages other than English to help facilitate interactions with clients with limited English proficiency, even though interpretation is not officially part of their job description. Approximately how much did your organization spend last year on training these general bilingual staff (including volunteers) in delivering interpreting services?

Despite the fact that many respondents report that general bilingual staff is often called upon to serve in a dual-role as interpreters, none of the respondents cited any training dollars (or any training offered at no cost – see Question #28) being spent on training general bilingual staff in delivering interpreting services.

Question #26: How would you rate the ease at which you are able to find and contract a qualified interpreter when you need one? Would you say finding a qualified interpreter is very easy, easy, difficult, or very difficult?

Fifty-nine percent of respondents say it is easy to find a qualified interpreter and nine percent say it is very easy. Twenty-six percent of those polled, however, say it is difficult to find a qualified interpreter, and six percent say it is very difficult.

Question #27: When providing service to speakers of languages other than English, how important to your organization is it that...

...cost of service be kept as low as possible?

Fifty percent of those polled say low cost is extremely important. Twenty-eight percent say it is somewhat important. Five percent say keeping the cost of interpreter services low is not very important. One respondent says it is not important at all. Sixteen percent were not sure.

...interpreters are certified?

Sixty-seven percent of respondents say it is extremely important that the interpreters they use be certified. Twenty percent say this is somewhat important. Six percent say certification is not very important, and one percent says it is not important at all. Another six percent say they are not sure of the importance of using certified interpreters.

...interpreting services are easy to use?

Seventy percent of respondents say it is extremely important that interpreting services are easy to use, while another 23 percent say this is somewhat important. Just two percent say this factor is not very important, while six percent say they are not sure of its importance.

...all individuals are given equal access?

Eighty percent believe that equal access to all individuals regardless of the language they speak is of extreme importance. Ten percent say it is only somewhat important. Three percent say it is not very important, and six percent say they are not sure.

...staff receives special training?

Twenty-nine percent of those polls say it is extremely important that staff receives special training with regard to providing service to speakers of languages other than English, and 29 percent say training is somewhat important. Fourteen percent say training is either not very important or not important at all. Another 29 percent say they are not sure of the importance of training.

Question #28: If training was offered to general bilingual staff on the delivery of interpreting services, please describe the type and number of hours of training that was offered.

Despite the fact that nearly 60 percent of respondents believe that staff receive some sort of special training for the provision of service to speakers of languages other than English (see Question #27), none of the 105 respondents who answered this open-ended question cited any training currently being offered to this end.

Question #29: How satisfied are you with the costs relating to providing interpretation services?

Regarding satisfaction with the costs related to providing interpretation services, 75 percent say they are satisfied and five percent say they are very satisfied. Fourteen percent of respondents say they are unsatisfied with costs, and six percent say they are very unsatisfied.

Question #30: How satisfied are you with the availability of certified interpreters in your area?

The availability of interpreters varies throughout the state, so it is no surprise that half of all respondents are either unsatisfied or very unsatisfied with interpreter availability and another half are either satisfied or very satisfied. The precise breakdown is: 15 percent very unsatisfied; 35 percent unsatisfied; 44 percent satisfied; and six percent very satisfied.

Need for Further Research

While the Interpreter Services Survey provides more insight than was previously available with regard to New Mexico's languages, the nature of existing interpreter services, and the future of serving LEP persons, it also brings many other questions to the forefront. These include, but are not limited to:

- What is the number of certified interpreters versus working non-certified interpreters working on a regular basis in the state?
- What is the specific need for certified interpreters by agency and by geographic region?
- How can certified interpreters be attracted to parts of the state where there is greater need than supply of interpreter services?
- What is the precise nature of services being provided to LEP individuals by bilingual staff?
- What types of training might be beneficial to bilingual staff at the various justice system agencies? (i.e. Professional ethics of providing language interpreting services; how to examine the qualifications of interpreters for the various contexts, etc.)

- How can the Administrative Office of the Courts help organizations within the greater justice system develop plans to improve day-to-day service to clients who speak a primary language other than English?
- How can the registry of interpreters be promoted and made more user-friendly so that all associated justice system agencies may benefit from it?
- How can agencies streamline the process of finding interpreters to fulfill their specific needs?

Conclusion

In conclusion, more needs to be done to ensure that Limited English Proficient persons are provided with equal access to justice in the State of New Mexico. Just how this is to be accomplished is the goal of the Justice System Interpreter Resource Partnership. Now, it is up to the partnership to review the data presented in this report and devise the next steps that need to be taken in order to achieve this overarching goal.

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**New Mexico Justice System Interpreter Resource Partnership
Interpreter Services Needs Assessment
Appendix 1**

The Interpreter Services Survey: Survey Respondents by Agency

In order to produce the Interpreter Services Needs Assessment, the Interpreter Services Survey launched February 18, 2009 9:55 a.m. and closed April 27, 2009 at 5:02 p.m. During that time, 120 respondents submitted completed surveys. In addition to the surveys, interviews were conducted with key informants in several agencies. These interviews are not explicitly accounted for in the needs assessment; rather, they were used to provide insight into the questions to be asked in the survey and in its analysis. Listed below are the respondents to the Interpreter Services Survey as well as those who were interviewed for additional information.

Respondents to the Interpreter Services Survey

State Police 8 respondents

Daniel Becker, Farmington
Randy Trujillo, Socorro
Lt. Keith Duncan, Alamogordo
Captain Steve Harvill, Deming
Toby Dolan, Las Vegas
Richard Williams, Las Cruces
Michael C. Leistikow, Gallup
Captain David C. Martinez, Investigations, Santa Fe

Metro Court 9 respondents

Christy A. Burrows, Administrative Assistant, Bernalillo County Metropolitan Court, ABQ
Judge Kevin Fitzwater, Bernalillo County Metropolitan Court, ABQ
Anna Martinez, Bernalillo County Metropolitan Court, ABQ
Judge Sandra Engel, Bernalillo County Metropolitan Court, ABQ
Sandra Clinton, Bernalillo County Metropolitan Court, ABQ
Victor E. Valdez, Bernalillo County Metropolitan Court, ABQ
Judge Julie Altwies, Bernalillo County Metropolitan Court, ABQ
Judge Benjamin Chavez, Bernalillo County Metropolitan Court, ABQ
Erika Alfaro, Bernalillo County Metropolitan Court, ABQ

Magistrate Courts: 37 respondents from 24 Magistrate Courts

Julie Martinez, Harding County Magistrate Court, Roy
Karen Mitchell, Harding County Magistrate Court, Roy
A. Michelle Jones, Union County Magistrate Court, Clayton

Ilene S. Taylor, Union County Magistrate Court, Clayton
Ciane Mains, Court Manager, Roosevelt County Magistrate Court, Portales
Jane Martin, Roosevelt County Magistrate Court, Portales
Lisa Arnold, Court Leadworker, Socorro (County) Magistrate Court, Socorro
Isabel Chavez, Socorro (County) Magistrate Court, Socorro
Cecilia Rojas, Bernalillo (Sandoval County) Magistrate Court, Bernalillo
Lorina Barriga, Chief Clerk, Sandoval Magistrate Div. I & III, Bernalillo
Henry T. Castaneda, Carlsbad Magistrate Court, Carlsbad
Ollie Fitzgerald, Carlsbad (Eddy County) Magistrate Court, Carlsbad
Judge Ron Hall, (Grant County) Magistrate Court, Silver City
Maurine Laney, Court Manager II, Magistrate Court (Grant Div.), Silver City
Norma Juarez-Velasco, Hobbs (Lea County) Magistrate Court, Hobbs
Sharon Payne, Hobbs (Lea County) Magistrate Court, Hobbs
Judge Russell Martin, Eunice (Lea County) Magistrate Court, Eunice
Lynn Steele, Court Manager, Eunice (Lea County) Magistrate Court, Eunice
Evelyn Ortiz, Supervisor/Civil Div., Santa Fe (County) Magistrate Court, Santa Fe
Judge Richard M. Padilla, Santa Fe (County) Magistrate Court, Santa Fe
Lori Proctor, Judicial Supervisor, Aztec (San Juan County) Magistrate Court, Aztec
Blanch Raymond, Farmington (San Juan County) Magistrate Court, Farmington
Lisa Zajicek, (Colfax County) Magistrate Court, Springer
Judge Warren Walton, Raton (Colfax County) Magistrate Court, Raton
Pat Casados, Los Alamos Magistrate Court, Los Alamos
Paula Chacon, Quay County Magistrate Court, Tucumcari
Tobie Fouratt, Chaves County Magistrate Court, Roswell
Hon. John L. Sanchez, Mora County Magistrate Court, Mora
Judge James D. Hall, Hidalgo County Magistrate Court, Lordsburg
Sandra E. Martinez, Rio Arriba County Magistrate Court, Espanola
Trish Carbajal, Bayard (Grant County) Magistrate Court, Bayard
Carla Gonzalez, Court Manager, (Valencia County) Magistrate Court, Los Lunas
Marianne Nichols, (Otero County) Magistrate Court, Alamogordo
Tina M. Jaramillo, Court Manager II, (Cibola County) Magistrate Court, Grants
Martha M. Proctor, (Lincoln County) Magistrate Court, Carrizozo
Jinger K. Fiola, Curry County Magistrate Court, Clovis
Sara Jasso, Luna County Magistrate Court, Deming

District Courts 49 respondents from 12 district courts (8th District null)

First

Michael Eugene Vigil, Santa Fe
Judge Barbara Vigil, Santa Fe
Raymond Z. Ortiz, Santa Fe
James, Santa Fe

Second

Geraldine Rivera, 4th and Lomas
Judge John Romero, 4th and Griegos
Judge Nan G. Nash, 4th and Lomas
Judge Angela Jewell, 4th and Lomas
Judge William Lang, 4th and Lomas
Judge Clay Campbell, 4th and Lomas
Judge Kenneth H. Martinez, 4th and Lomas
Juanita M. Duran, CEO, 4th and Lomas
Francisca Garcia
Sue Gonzalez

Third

Nancy Heavner
Gregory Toomey
Angelic Chacon, Luna County

Fourth

Kathy Garcia
Abigail Aragon
Judge Eugenio Mathis
Frederick A. Sena, CEO, Las Vegas

Fifth

Bee J. Clem, Roswell
Judge Don Maddox, Lovington
Jeannie Wright

Sixth

J.C. Robinson, Silver City
Henry Quintero, Silver City
Angelica Hoover, TCAA
Ana Reyes, TCAA
Susan Biggs
Faythe Medina
Hilda

Seventh

Serena Roberts, Truth or Consequences
Julienne Welch, Estancia
Virginia G. Vivian, Socorro
Jo Ann Baxter
Jason Jones

Eighth

Ninth

Eleisa Munoz
Karen Hill, TCAA
Shelly Burger, Court Manager

Tenth

Diane Ulibarri, Tucumcari

Eleventh

Judge Karen Townsend, Aztec
Yolanda A. Begay, Gallup
Tanya E. Dalley

Twelfth

Judge Karen L. Parsons, Lincoln County, Carrizozo
Jan Perry, CEO, Alamogordo

Thirteenth

Greg Ireland, Los Lunas
George P. Eichwald, Bernalillo
Judge John Davis, Bernalillo
Dorothy Griego, TCAA

Children, Youth and Families Division 2 respondents

Oneida L'Esperance, Acting Chief Children's Court, Santa Fe
Scott Cameron, CYFD-OGC

Community Outreach Program for the Deaf 1 respondent

Lin Marksbury

New Mexico Corrections Department 2 respondents

Michael Estrada, Probation and Parole, Santa Fe
Colleen McCarney, Deputy Classification Bureau Chief, Prisons, Santa Fe

Public Defenders 4 respondents

Mark R. Horton, Managing Attorney, Carlsbad
Christian Hatfield, District Defender, Aztec
Douglas W. Vitt, New Mexico Public Defender, Hobbs
Anita Ireland, New Mexico Public Defender Department, Hobbs

District Attorneys 3 respondents

Ronald W. Reeves, District Attorney, 10th Judicial District, Tucumcari
Lloyd Drager, 13th Judicial District Attorney's Office, Grants
Darla Alarcon, Tenth Judicial District Attorney, Tucumcari

Sheriffs' Association null

Police Chiefs' Association null

Key Informant Interviews

13th Judicial District

Dorothy Griego, TCAA
Doris Sanchez, TCAA
Bernadette Nelson, TCAA

Bernalillo County Metropolitan Court

Rebecca Garcia, Staff Interpreter (Spanish)
Christy burrows, TCAA

2nd Judicial District

Judge John Romero
Chief Judge William Lang
Judge Angela Jewell
Juanita Duran, Court Executive Officer

11th Judicial District

Crystal Mezner, Magistrate Court, Aztec
Andrea Allen, Court Clerk, 11th District Court
Marilyn Coulson, Court Clerk Supervisor, 11th District Court
Isabel O'Brien, Court Manager, 11th District Court
Blanche Raymond, Magistrate Court, Farmington (also a Navajo interpreter)

Corrections

Mike Estrada, Probation and Parole

State Police

Captain Randy Trujillo, Socorro
Major Jesse Orozco, Santa Fe

ATTACHMENT E

New Mexico System Interpreter Resource Partnership

EVALUATION FORM

Your Organization: _____ Title: _____

Please take a moment to answer the following questions about your reactions to this meeting. Circle the response that best matches your opinions.

1) **The meeting was well planned and organized?**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

2) **The Agenda for the meeting was appropriate and addressed your needs and concerns**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

3) **The meeting space was appropriate and conducive to learning**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

4) **The meeting location was appropriate for all**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

5) **Info. related to planning a NM Higher Education Program was important/relevant**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

6) **Information on the proposed curriculum and web format was important and relevant**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

7) **Information provided by the state officials was important and relevant**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

8) **The meeting generally met your expectations**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

9) **Overall, I was satisfied with the format and content of the meeting**

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

10) **What aspects of the meeting today were most helpful for you?**

11) **What aspects of the meeting today were least helpful for you?**

12) **What topics or issues would you like to see covered in future work sessions?**

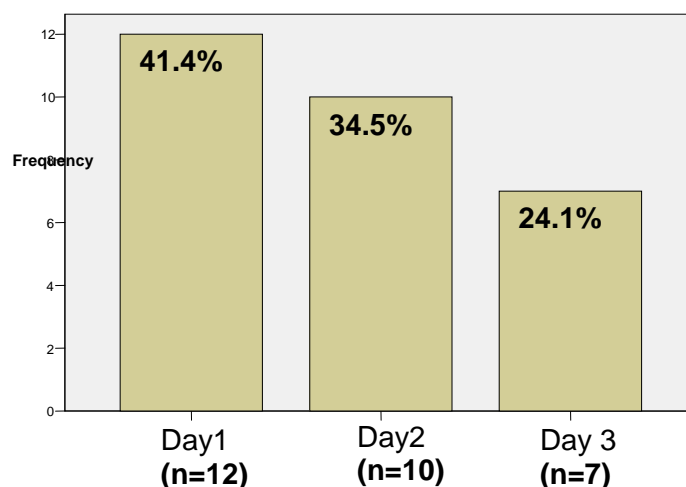
New Mexico
Justice System Interpreter Resource Partnership

Higher Education Project Findings

Collaborative Work Session
April 24-26, 2009

EVALUATION FORM RESULTS

Total number completed forms by day



Evaluation Form Frequency Findings

13) The meeting was well planned and organized?

Strongly Disagree Disagree Agree **46.4%** Strongly Agree **53.6%**

14) The Agenda for the meeting was appropriate and addressed your needs and concerns

Strongly Disagree Disagree Agree **34.5%** Strongly Agree **65.5%**

15) The meeting space was appropriate and conducive to learning

Strongly Disagree Disagree **6.9%** Agree **31.0%** Strongly Agree **62.1%**

16) The meeting location was appropriate for all

Strongly Disagree Disagree **3.4%** Agree **31.0%** Strongly Agree **65.5%**

17) Info. related to planning a NM Higher Education Program was important/relevant

Strongly Disagree Disagree Agree **7.1%** Strongly Agree **92.9%**

18) Information on the proposed curriculum and web format was important and relevant

Strongly Disagree Disagree Agree **17.2%** Strongly Agree **82.8%**

19) Information provided by the state officials was important and relevant

Strongly Disagree Disagree Agree **19.2%** Strongly Agree **80.8%**

20) The meeting generally met your expectations

Strongly Disagree Disagree Agree **14.3%** Strongly Agree **85.7%**

21) Overall, I was satisfied with the format and content of the meeting

Strongly Disagree

Disagree

Agree **25.9%** Strongly Agree **74.1%**

Responses to “Write-in” Evaluation Questions

22) What aspects of the meeting today were most helpful for you?

- 1 Getting to know each other
- 2 Brainstorm the exchange of ideas in a relaxed environment
- 3 Brainstorm w/everybody
- 4 Format of the program
- 5 Feedback
- 6 Exchanging ideas, Brainstorming
- 7 General Overview
- 8 Exchange of Info. The Collective Knowledge.
- 9 Discussion
- 10 The Creations/Confirmation of curriculum
- 11 Discussion
- 12 Well organized accomplished alot
- 13 Collaborative approach
- 14 Final Decisions/Deadlines
- 15 Working with the group
- 16 Clarifying parts of the tentative curriculum

23) What aspects of the meeting today were least helpful for you?

- 1 I found it all Helpful
- 2 Difficulty with web access
- 3 The meeting felt dis-jointed wish we would have stayed
- 4 Collaboration
- 5 None
- 6 None
- 7 Same, Exchange of ideas

24) What topics or issues would you like to see covered in future work sessions?

- 1 Same-Decision making
- 2 Wes development, marketing
- 3 Logistics of curriculum web, and administrative aspects
- 4 Same, Conclusions and Decisions
- 5 None,
- 6 Curriculum
- 7 Screening of applicants
- 8 The integration of distance learning & Technology with the specifics of interpreting
- 9 Solve & Finalize decision re:web, hosting, timelines
- 10 Meet deadlines

Administrative Office of the Courts

Supreme Court of New Mexico

Arthur W. Pepin, Director
Patrick Simpson, Deputy Director



237 Don Gaspar, Room 25
Santa Fe, NM 87501
(505) 827-4800
(505) 827-4824 (fax)
www.nmcourts.gov

New Mexico Justice System Interpreter Resource Partnership Higher Education Project - Collaborative Work Session April 24 -26, 2009

AGENDA

Friday, April 24, 2009

2nd Judicial District Court
Lomas and 4th, Albuquerque Room 244
Albuquerque

Facilitator: Dr. Leonor Figueroa-Feher

9:00-9:40 a.m. Introductions

Restatement of goals and purposes:

Pamela Sánchez

Statewide Program Manager, Court Interpreter & Jury Services
New Mexico Administrative Office of the Courts

9:40 -10:30 a.m. Administrative and Marketing Issues

- Website design and Management. Marketing issues.
- Timeframes.
- Cost/Tuition. Credit or non-credit option.
- Enrollment/Registration. Technical/Academic support.
- Faculty training and Faculty pay.
- Degree of centralization. Program coordination.
- Program's tracks; requirements and evaluation standards for each.
- Relationship to state agencies.

10:30-10:45 a.m. Break

10:45 -Noon

- Administrative duties for each school.

- Plan for screening of applicants: Dates. Screening tools.
- Standards for admission.
- Who will administer the screening tests?
- Technological support for the program's courses.
- Dates for training the teaching staff.

Noon - 1:30 p.m. Lunch

1:30 - 2:15 p.m. Drafts for the syllabi. Plan for the Coordinator and the SMEs to meet over the next few months for follow-ups on materials, class agendas, teaching/curriculum discussion.

2:15 - 3:00 p.m.

- Website.
- Program Title
- Description of course.
- Units. Credits.
- Registration information
- Administrative fees.

3:00 - 3:15 p.m. Break

3:15 - 4:30 p.m. Distance Education Technology

- WebCT/Blackboard/Moodle.
- Credit vs non-credit.
- Accessibility.
- Broadcasting/video conferencing (even one-on-one for student and teacher/mentor)?
- Storage of video-audio. Acebo.
- Access to technical support.

4:30-5:00 pm Wrap-up

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New Mexico Justice System Interpreter Resource Partnership Higher Education Project - Collaborative Work Session April 24 -26, 2009

Saturday, April 25, 2009

New Mexico State Bar Association
2151 Masthead NE
Albuquerque

Facilitator: Dr. Leonor Figueroa-Feher

9:00 a.m. Gathering/Clarify Expectations for Day

9:30 a.m.

Administrative Staff from UNM-Los Alamos, CNM, Doña Ana CC, AOC

- Identify key administrative issues
- Memoranda of Understanding

Subject Matter Experts (SMEs, Coordinator, Distance Learning, & Technology Staff:

- Syllabi
- Course curriculum
- Technical support
- Decisions on platforms/technology

Noon – 1:30 p.m. Lunch

1:30 - 4:00 p.m. with breaks

Administrators, Distance Learning, & Technology Staff
Decisions on platforms/technology/technical support

SMEs & Coordinator

- Curriculum
- Screening tools
- Teaching Materials
- Syllabi

4:00 -5:00 p.m. Wrap-Up and Finalize Sunday's Agenda

Administrative Office of the Courts

Supreme Court of New Mexico

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New Mexico Justice System Interpreter Resource Partnership Higher Education Project - Collaborative Work Session April 24 -26, 2009

Sunday, April 26, 2009

New Mexico State Bar Association, 2151 Masthead NE,
Albuquerque

Facilitator: Dr. Leonor Figueroa-Feher

Morning Session

9:00a.m. - Noon with breaks

Reports on:

- Administrative Issues
- Distance Learning/Technology Issues
- Curriculum/Syllabi
- Marketing
- Other

Noon – 1:30 p.m. Lunch

1:30-4:30 p.m. with breaks

Clarify Next Steps:

- Tasks and Timeline
- Assign Responsibilities
- Unanswered Questions
- Reporting to Justice System Interpreter Resource Partnership, April 30 2009

ADMINISTRATION – COLLABORATION

MOUs

Curriculum ownership issues: school to teacher/school to school/
central ownership by court?

Instructor pay

Registration: who will administer it?; application process?

Minimum enrollments

Fee structure

MARKETING

UNM-CE will help support UNM-LA in this.

Need to work with NMTIA.

Need to work through courts, hospitals, agencies.

Marketing materials (collaboration with UNM-CE's Marketing Specialist)

PROGRAM COORDINATOR'S DUTIES

Provides administrative coordination and direction to the higher education interpreter certificate project of the New Mexico Justice System Interpreter Resource Partnership, a project of the AOC. This includes work with faculty and staff of the University of New Mexico-Los Alamos, Central New Mexico Community College, Doña Ana Community College, University of New Mexico Continuing Education and Health Sciences, and AOC.

Duties: curriculum development, coordination of syllabi and course materials, communication and meeting arrangements (locations, agendas, etc) with faculty and staff, meeting facilitation, development of marketing and related content and materials, drafting of Memoranda of Understanding, and fund development.

Duties also include the development of evaluation materials in conjunction with JSIRP evaluator, Dr. Richard Cervantes, and coordination with AOC project consultant, Dr. Leonor Figueroa-Feher.

WEBSITE

Can be centralized or not? (Develop shared content and have it available at all three school websites).

Obtain logos from all schools and bios of teachers

Need to discuss content, have contact information for all schools.

Decide official title of program, tracks, etc.

Course descriptions

Costs of program

Schedules for registration, screening exams, etc.

Registration information (may be specific to school).

CURRICULUM DEVELOPMENT STAFF

- Teaching of core, language-neutral courses (on-line)
- Teaching of language-specific units (on line and/or face to face?)☐
- Development of program's syllabi and materials (books, dvds, exercises, etc.)
- Coordination among all instructors to cover similar subjects☐
- Teaching on-line courses: training for instructors; self-evaluation to ascertain effectiveness☐
- Screening of applicants; minimum requirements☐
- Tracks offered by the program (legal, medical) and specific requirements for completion of each.☐
- Support from the colleges: who will provide what resources?☐

ATTACHMENTS:

Samples of interpreting programs offered as distance education

Samples of college collaborative programs

Draft Program Overview

This educational program was initiated and funded by the New Mexico Administrative Office of the Courts and the State Justice Institute, U.S. Department of Justice with a collaborative and interdisciplinary focus commensurate with language access needs throughout the Justice System and Healthcare Industry. It has been designed to cover both interpreting in the courts as well as in a variety of other contexts, with different levels of complexity based on the track chosen by each student.

Ideal candidates to this program are:

- Language-proficient individuals interested in pursuing court interpreting or medical interpreter positions, or
- Already certified or working interpreters seeking continuing education options and training refreshers.
- Language-proficient individuals who don't aspire to court or medical interpreting, yet are interested in assisting non English speakers throughout the Justice Department and the Healthcare industry

There are various components of different levels of complexity in this program, and people can benefit from it at different levels.

MODES OF INTERPRETING FUNDAMENTALS

CONSECUTIVE INTERPRETATION

ANTICIPATION - PREPARATION

ROZAN'S NOTE TAKING TECHNIQUE

The Seven Principles

WHAT TO NOTE

"Pedagogie Raisonnee de l'Interpretation" by Lederer and Seleskovitch. Didier Erudition 2002.

MEMORY

Visualization

The link method of memory

"How to develop a super powered memory" by Harry Lorayne. A Thomas and co. Preston 1958.

GUIDELINES FOR USING SYMBOLS

PRESENTATION – DELIVERY

SIMULTANEOUS INTERPRETATION

ANTICIPATION – PREPARATION

PRINCIPLES, TACTICS, STRATEGIES & COPING MECHANISMS

Daniel Gile's "Basic Concepts and Models for Interpreter and Translator training", 1995.

SIGHT TRANSLATION

LANGUAGE ACQUISITION - The Gravitational Model of Linguistic Availability (Passive-Active Vocabulary)

Daniel Gile's "Basic Concepts and Models for Interpreter and Translator training", 1995.

PRINCIPLES, TACTICS, STRATEGIES & COPING MECHANISMS

Daniel Gile's "Basic Concepts and Models for Interpreter and Translator training", 1995.

PRESENTATION – DELIVERY

TENTATIVE CURRICULUM

15 credits plus a 5-credit Internship/Practicum

Introduction to Online Learning	Probably a workshop
Translation and Interpretation in Practice	3 credits
Ethics & The Justice System	3 credits (elective)
Ethics & The Healthcare Industry	3 credits (elective)
Modes of Interpreting I	3 credits
Words and Meaning in the Justice System	3 credits (elective)
Words and Meaning in the Healthcare Industry	3 credits (elective)
Modes of Interpreting II	3 credits
Internship/Practicum	5 credits

TOPICS FOR SATURDAY & SUNDAY

GENERAL

- Identify goals and requirements for the program and each course.
- Interpreter's profile: define professional profile for court and medical interpreters. Define profile for those who will not follow this path: how to help them professionalize their work.
- Quality training for *all* participants: Logistics. We need to meet a wide range of needs and expectations. Different screening methods for courses? Different levels in assignments (hours of practice)? Testing.
- Languages other than Spanish.
- Technology: how to optimize resources. Input from technical specialists.
- Face-to-face sessions. Logistics.
- Software platform and resource accessibility. Input from technical specialists.

SPECIFIC

ONLINE LEARNING

- Input from Technical specialists.
- Decide on format, length, etc.
- It should be practical, specific to the program: what to expect; how to submit work, access material, resources, etc.

TRANSLATION & INTERPRETATION IN PRACTICE

- Different professional options and career opportunities for candidates.
- General guidelines for professional standards.
- Interviews with interpreters: their experiences in different fields. This could provide a context for participants. We could videotape these interviews and have them available through our platform software. *(This option could be also explored in the Ethics course)*

MODES OF INTERPRETING

- Group the modes of interpreting or have them separate?
- Language neutral theory and technique with language specific assignments and practice?
- Technique acquisition. Subject neutral? It could also be used to increase general vocabulary (*lengua llana*) and introduce the concepts of jargon, register, etc.
- Sight Translation, Consecutive, and Simultaneous Interpretation. When/how shall we introduce simultaneous interpretation?
- Material: Acebo.Youtube as a source of real-life proceedings. Also, visual input makes it more varied.

ETHICS & THE LEGAL SYSTEM

- Jennifer's Input. Collaboration, co-teaching options?
- Civil and Criminal Law applied to Interpreting scenarios.

- ABA Publications. Decide on a book. Acebo videos?
- Interviews with interpreters: their experiences in different fields. This could provide a context for participants while they're developing their skills. We could videotape these interviews and have them available through our platform software. (*Also for Healthcare Industry*)

ETHICS & THE HEALTHCARE INDUSTRY

- Guadalupe's input.

WORDS & MEANING IN THE JUSTICE SYSTEM/HEALTHCARE INDUSTRY

- Decide on approach and material.
- Could it be combined with sight translation exercises for terminology and jargon acquisition? This approach would also allow us to allocate more time for Consecutive and Simultaneous Interpretation in *Modes of Interpreting*, if we decide to have group them together.
- Cultural and regional differences in the use of language. Standard Spanish. Other languages.

INTERNSHIP – PRACTICUM – MENTOR PROGRAM

- Michael and Guadalupe's input.
- What happens to out-of-state individuals? Logistics.

Online/Distance Interpretation Training

- **YouTube**

<http://www.youtube.com/watch?v=DVbEnZgNn1I>

The video is about forensic linguistics. It explains what the work of the forensic linguist is about, and promotes a new program at Aston University in Birmingham. They also provide a link to their program, which is: www.forensiclinguistics.net

- **Online Simultaneous Interpretation Training: Interpretacion.com.ar**

<http://www.interpretacion.com.ar> .

Interpretacion.com.ar has developed an e-learning platform to practice simultaneous interpreting from Spanish-speaking conferences. If you're looking for proof of professional achievement and want to increase your opportunities for advancement while increasing your skill set, this platform of distance learning is the most convenient and affordable way to achieve those goals.

The best part about distance learning is that you can study from your own home, at your own pace from the comfort of your own chair. We are dedicated to providing the professional interpreter the highest level of self-study training and materials the industry has to offer. This website offers extensive training packages for Spanish interpreter training.

Interpretacion.com.ar does not teach interpretation techniques. The material posted in this website consists of online audio conferences and web exercises that have been designed for interpreters that have already acquired interpretation skills and would like to self-practice Spanish-speaking conferences. The online course DOES NOT substitute the formal interpreting classes at a School of Interpretation. We strongly discourage students that have not acquired their interpreting or language skills from using this material, since conference interpreting is a highly qualified and demanding profession.

Online Classes

Classes consist of online audio material of different Spanish speakers and web-based exercises. The online audio is posted twice a week with the transcript, reference material, vocabulary exercises, tips, Spanish usage explanations, common errors, commonly used words in Spanish-speaking conferences, and much more.

When Do Classes Start?

Instruction begins on August 11, 2008.

How long is the training?

Classes are divided in four (4) modules in one year. Every module consists of 24 conferences in audio and their corresponding web-based exercises. Some students need more time, some less; it depends on the workload and if the student can devote all their time to attending classes. Anyway, this course does not guarantee that you will be able to interpret into your active languages since simultaneous interpreting entails a wide range of factors, such as interpreting skills, solid listening comprehension skills, excellent command of the source and target language, among many others. All we do is post the necessary material for interpreters to practice and guide them with web based exercises.

The first module runs from August 11 to November 11, 2008. The Second Quarter from November 11, 2008 to February 11, 2009. The Third Quarter from February 11 to May 11, 2009. The Fourth Quarter from May 11 to August 11, 2009.

How can students have access to the training?

Every student is given a username and password to access the database of conferences and exercises posted in www.interpretacion.com.ar.

When and how do I receive my username and password?

Usernames and password will be sent to students by email. They are sent after the payment of fees is made through the paypal button.

How do I pay for the online training?

All payments are made by international credit cards, debit cards, and bank accounts linked to paypal account, through the PayPal e-payment platform. Payments are only processed online through this platform. No checks or wire transfers are accepted. The PayPal payment window will show you several items in the order such as: Simultaneous Interpretation Challenges 1, Refresher Courses in the Caribbean, Refresher Courses in Buenos Aires, and Online Training Modules. Check out only "First Online Training Module" for \$465. The quarterly online training module is \$465, whereas the 2 modules of online classes cost \$650 (6 months), and the 4 modules cost \$980 (the whole year). The online payment platform processes payments in 10 minutes, verifying credit or debit card information and then validates the transaction. Once the validation is done, we are notified immediately that your payment has been made. Within 24 hours you will receive a username and password and further information on the classes.

At the end of every module all passwords will be reset and cancelled. Then, upon payment of the following quarterly fees users are given new passwords to continue practicing the online exercises. By clicking on the following button, you can purchase the Online Training Classes.

After practicing with our trial, if you are interested in purchasing the classes, fill in the [Online Training Form](#) and then go to the [Add Cart button](#) to pay for the item.

▪ **Southern Ca School of Interpretation**

<http://www.courtinfo.ca.gov/programs/courtinterpreters/inttrainprog.htm>

▪ **Niagara College**

<http://www.niagaracollege.ca/distance/>

<http://www.niagaracollege.ca/ce/courses/Language-Interpreter.htm>

Continuing Education - Course Listing

Courses » Languages and Communication » Language Interpreter

LOOKING FOR SOMETHING DIFFERENT?

If you don't see a course that suits you in our current CE calendar, or if you have an idea for a new CE course, we want to hear from you. Email your comments and suggestions to ce@niagaracollege.ca Language Interpreter - Capstone Course

INTR 1107 C

Language Interpreter - Consecutive *NEW*

INTR 1010 C

Language Interpreter - Introduction *NEW*

INTR 1001 C

Language Interpreter - Sight Translation

INTR 1104 C

Language Interpreter - Simultaneous

INTR 1105 C

<http://www.niagaracollege.ca/ce/courses/detail/INTR1105.htm>

Continuing Education - Course Details

Courses » Languages and Communication » Language Interpreter

Language Interpreter - Simultaneous

INTR 1105 C

Simultaneous interpreting provides an immediate interpretation of speeches and dialogues. Through simulations, role plays and audio/visual exercises participants will develop skills in simultaneous interpreting without the use of electronic equipment. Subsequent to the theory overview, participants will practice: active listening, shadowing, retelling, paraphrasing, note taking, memory exercises and self-evaluation. Based on exposure to exercises and simulations, participants will develop and practice entry-level skills and techniques used in simultaneous interpreting in various settings and contexts.

Prerequisite(s):

INTR1104 - Language Interpreter - Sight Translation

Fee: \$229.02 + text

Course Dates and Campus Locations:
Class Number: 2363 Online Learning
May 8 - Aug 14

Looking for Something Different?

If you don't see a course that suits you in our current CE calendar, or if you have an idea for a new CE course, we want to hear from you. Email your comments and suggestions to ce@niagaracollege.ca

Information Last Updated:

Mon., Apr. 13, 2009 at 01:06:25 PM Eastern Daylight Time

This edition of the Continuing Education Calendar offers 659 courses, workshops and seminars.

- <http://www.interpreting.com/index-2.html>

Asynchronous discussion forums: success factors, outcomes, assessments, and limitations

Martin A. Andresen

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ABSTRACT

Online learning has been burgeoning over the past decade with one of the more popular modes of conducting online learning being the asynchronous online courses. Within the asynchronous online course, the asynchronous discussion forum replaces the face-to-face interaction of the traditional classroom, but is this form of discussion able to enhance the learning process? This paper reviews the literature regarding asynchronous discussion forums finding that the asynchronous discussion forum is able to generate the critical dimensions of learning found in the traditional classroom, but it has its limitations.

Keywords

Asynchronous discussion forums, On-line learning

Introduction

The process of discussions is a critical dimension of the learning process. Moreover, the learning experience itself has been shown to be enhanced through the regular participation in discussions (Kolb, 1984). Whether these discussions take place in a traditional classroom or through online teaching using electronic means, their importance is integral to both learner achievement and learner satisfaction (Fulford and Zhang, 1993; Zhang and Fulford, 1994). Because of the development of faster computers, improved telecommunications networks, and the development of readily accessible software the availability of courses and programs through online teaching has been growing exponentially.

Regarding the growth of offerings in online education, Tucker (1995) found that the percentage of colleges and universities in the United States offering online education went from 3 – 30 percent, 1990 – 1995; and Gubernick and Ebeling (1997) found that the number of institutions in the United States offering online education increased from 93 to 800, 1993 – 1997. No doubt, in more recent years, the growth continues to be exponential, not only in the scale, in terms of how many colleges and universities are offering some form of online education, but in the scope of courses and programs that are available in each of those institutions.

In a more recent study funded by the National Center for Education Statistics that investigated the 2000 – 2001 academic year, Waits and Lewis (2003) found that 90 percent of public post-secondary institutions in the United States offered distance education, with 90 percent of those institutions undertaking asynchronous online courses. These numbers led to more than 3 million learners (82 percent undergraduates) being enrolled in almost 120 000 credit-granting courses (76 percent undergraduate) that year—over 127 000 courses if one considered non-credit courses (Waits and Lewis, 2003). Additionally, and important for this review, of those institutions that would offer or planned to offer distance education within the next three years, 80 percent stated that they would increase or start using asynchronous online education as the primary mode of dealing with those courses. Though no study was found that measured online education in Canada, similar percentages are expected. As such, understanding the nature of asynchronous online education is critical because of its widespread use and expected expansion; in particular, it is important to understand the determinants of effective learning in an asynchronous online discussion because these discussions are the equivalent to the face-to-face discussions common in the traditional classroom that Kolb (1984) found to be critical in the learning process.

There are some obstacles to overcome that are specific to an asynchronous online discussion and, hence, its learning process. All distance education, whether online or not, is defined by having the instructor and learner separated in space (Mood, 1995); with the added dimension of an asynchronous discussion, they are also separated by time (Carswell and Venkatesh, 2002)—of course, it is possible that multiple learners and the instructor may be online at the same time enabling an asynchronous discussion to occur very close to “real time”. Consequently, the asynchronous discussion forum must be specifically analyzed in order to enable the asynchronous discussion to be as

(or more) effective as the traditional face-to-face-discussion if high levels of learning are to take place—some of the benefits of the asynchronous discussion that may make it more effective than the traditional face-to-face discussion are that it allows those people who need more time to participate to contribute to a discussion, a discussion participant cannot be “cut off”, and there is a transcript of the discussion for study purposes after the discussion takes place.

Despite this need for analysis of the asynchronous discussion forum, the literature is growing, but relatively small and spread across a wide array of disciplines ranging from education to physics to philosophy. In this literature review, I cover the research areas that I consider the most important: the makings of a successful asynchronous discussion, assessing asynchronous discussion forums, and the limitations of asynchronous teaching. These sections are then followed by conclusions and directions for future research.

The Components of a Successful Asynchronous Discussion

Making a successful asynchronous discussion is probably the most important aspect for an instructor to consider. Though assessment and the limitations of these discussions are also important (see below), if one is truly concerned about the generation of knowledge in learners the asynchronous discussion itself is key. Two components in the literature emerged as being particularly important for a successful asynchronous discussion forum: the role of the instructor and achieving deeper/higher learning. Each is discussed in turn.

The Role of the Instructor

Instructing in an online environment is inherently different from the conventional classroom. Therefore, we should expect that the roles that we take on as instructors will change, to some degree, when we deliver an online course and monitor an asynchronous versus a live discussion. Coppola et al. (2002) investigate this change through interviews of twenty faculty and found that instructor roles in cognitive, affective, and managerial activities changed in the online environment.

First, the relationship between the instructor and the learner (affective role) needed to change because of the loss of face-to-face contact in the conventional classroom. Instructors needed to find new ways to express emotion, or passion for the subject matter, when communicating ideas to the learners. As a consequence of this search for new modes of communication, the instructors felt that the virtual classroom, including the asynchronous discussion forum, became more intimate. Second, as a result of instructors searching for new modes of communication, instructors found that their teaching involved deeper cognitive complexity (cognitive role). Tone of voice, body language, and spontaneous questions to clarify concepts are all lost in an asynchronous learning environment necessitating the instructor to become much more cognitively involved in the learning materials. And lastly, the managerial role changed through differences in class and course management. Again because of that loss of expressiveness and spontaneous questions in the face-to-face classroom, instructors need to pay more attention to the details within the course: more precision and formality in setting assignment expectations, for example. Clearly, knowing that successful teaching in an online environment necessarily involves changing your role as an instructor in multiple dimensions is important information, but other research has found specific details of what instructors need to do in order to have that success.

Simply forming an asynchronous discussion forum, providing the technology, and a question or topic of discussion is not enough to ensure success in an asynchronous discussion (Guldberg and Pilkington, 2007). Though there are always factors beyond the control of the instructor such as the personalities of the learners enrolled in the asynchronous discussion forum and how they chose to interact with other learners (Guldberg and Pilkington, 2006), there are two questions that emerge and need to be considered: first, and related to the managerial role referred to by Coppola et al. (2002), what does the instructor need to do in order to stimulate good asynchronous discussions and, second, once that discussion is underway how much should the instructor intervene?

Factors that are within the control of the instructor and have positive effects with the generation of complex discussion are the time learners have to prepare for a discussion, the time needed to develop online relationships within the asynchronous discussion forum, and the nature of the discussion (McConnell, 1994; Salmon, 2002). More

specifically, Dysthe (2002) has found that learners should have a reading assigned to them, have time to reflect on that reading as well as a discussion topic or question, and then present examples (real or hypothetical) that relate to the topic or question to the other learners and defend those examples in the discussion. Moreover, successful questions or discussion topics must be related to the learning objectives with clarity in due dates, expectations, and the weighting of grades so that learning objectives may become learning outcomes (Guldborg and Pilkington, 2007; Majeski and Stover, 2007). And as found by Fung (2004), when discussion questions or topics were specific and related to a concept or idea within the course readings the discussions were more successful in generating complex interaction between learners than those discussions that were begun with open-ended and broad questions. For example, asking a learner what to *do* in a situation rather than what they *thought* of a situation generated complex interaction.

With regard to the timing of the discussions, time to prepare for a particular discussion is only one of the important temporal considerations needed to be considered by the instructor. Rather than beginning the course discussions with deep cognitive questions and topics, questions and topics that encourage discussions on social, personal, and reflective levels should be used in the beginning discussions in a course. This strategy is used to initiate discussion between learners in order to develop online relationships. Only once these online relationships have been developed should cognitive questions and topics be gradually introduced to the learners (Salmon, 2000).

Equally important to the design of the asynchronous discussion forums is the level of intervention taken on by the instructor. The research on this dimension of the asynchronous discussion forum is quite clear for the instructor when considering the learning outcomes of the learners: back off. In a study that asks the question of what role an instructor should undertake in an asynchronous discussion forum (sage, guide, or ghost), Mazzolini and Maddison (2003) found that it depends on what the instructor wishes to accomplish. Learner ratings of a course will show that an instructor is more enthusiastic and expert if s/he increases his/her postings. Similarly, Swan and Shih (2005) find that the *perceived* presence of an instructor is more important than the perceived presence of peers in student satisfaction. However, an instructor that contributes significantly to a discussion tends to decrease the length of discussions (this does not necessarily decrease the quality of the discussion, however) as well as their frequency. What appears to be occurring in this situation is that the instructor can decrease learner – learner interaction because the learners begin to rely on the instructor to answer questions, becoming the expert or sage to “settle” debates (Guldborg and Pilkington, 2007; Paloff and Pratt, 2001).

Rather, the instructor should intervene, but only in order to keep the discussion on track, or take on a cheerleading role to motivate the discussion (Dysthe, 2002; Paloff and Pratt, 1999). The role of a cheerleader or motivator is critical because it is the learner-learner interaction that truly engages with ideas and relates back to Kolb’s (1984) statements that discussion is a critical component of the learning process, not waiting for the answers to fall from Heaven’s academic prophet. Preferably, the instructor should spend his/her time preparing materials and the carefully thought out discussion questions and topics that relate to learning objectives, as discussed above.

Achieving Deeper/High Learning

The ultimate goal of spending the time to develop an asynchronous discussion forum, and manage it in the appropriate manner, is to create an online learning environment that will achieve high levels of learning. One way to assess whether or not this has occurred is to test the level of learning that has been reaching within the discussion using an appropriate methodology.

The earliest study found that investigates the level of learning is Webb et al. (2004). This study is not concerned specifically with the dialogue (quantity and quality) that occurs within the asynchronous discussion forum, but the learning outcomes measured by learners’ grades for the course. Webb et al. (2004) finds that as participation in the asynchronous discussion forums (measured by access to the discussion forum and the number of postings) increases so do the measured grades for the learners. The limitation with this finding is that it does not consider the degree of cognitive engagement in the asynchronous discussion forums. If a higher degree of cognitive engagement is achieved then perhaps all learners will extract a greater benefit from the asynchronous discussion.

Using a number of different models of hierarchical learning, Schellens and Valcke (2005; 2006) measured the degree to which asynchronous discussion forums reached the higher levels of knowledge creation. They found that

asynchronous (versus synchronous) discussion forums attained a higher proportion of higher phases of knowledge creation. This occurred because the vast majority of communication in the asynchronous environment was task-oriented, greater than 88 percent (Schellens and Valcke, 2006). Additionally, they found that groups with more discussion resulted in higher level of knowledge construction (Schellens and Valcke, 2005), as well as smaller asynchronous discussion groups ($n \leq 14$) resulted in higher levels of task-oriented communication and, hence, a higher proportion of higher phases of knowledge creation (Schellens and Valcke, 2006). This last finding is important for the original development of courses and their corresponding asynchronous discussion forums. Though some instructors may fear their job security is at stake with the advent of online education, this research clearly shows there are limitations that should be put in place on class and discussion sizes for reasons of pedagogy.

Lastly, and related to the previous subsection, Zhu (2006) has found that high levels of interconnectedness between learners leading to higher levels of knowledge construction must be explicitly built into the discussion assignment and nurtured by the instructor. More specifically, the instructor's discussion design is more important than any specific technology used for the asynchronous discussion forum. Knowledge construction only occurs because of careful planning: clear, well-defined, well-crafted questions and discussion topics. Without such planning and subsequent guidance, only lower levels of cognitive engagement will occur. As noted by Howell-Richardson and Mellor (1996), the level of interaction between learner and, hence, their cognitive engagement, may be increased with only slight modifications to the course design and the instructor's behavior.

Assessing Asynchronous Discussion Forums

Given the importance of the discussion in the learning process at both the theoretical and empirical level, an appropriate measure of participation should be a component of each learner's grade for the course. Though there are always learners who wish to participate in discussions, face-to-face or online, many learners need an *incentive* to participate in class discussions. As such, just as it is critical for the instructor to set out each task in an asynchronous discussion forum clearly and succinctly (see above) so must be the assessment of those asynchronous discussion forums in order to facilitate as much discussion as possible between the learners.

The primary difficulty in making any assessment of an asynchronous discussion forum is the huge volume of data that are available to be assessed—content analysis has been shown to be useful in a small class setting (Bali and Ramadan, 2007). Within this vast amount of data, learners decide where to post their comments, making the discussion not follow the temporal sequence of the postings—for example, if there are five postings within one discussion forum, a learner may respond to the second posting after having read all five of the postings (Dringus and Ellis, 2005). Consequently, discussions appear to the reader as fragmented and discontinuous because of this temporal separation of postings making assessment complicated. As a result, there is no one accepted method for assessing learner participation in asynchronous discussion forums.

However, this is not to say that there are no options. Roblyer and Wiencke (2003) provide an assessment rubric for such a learning environment, but this rubric is far too complex to analyze even a small number of long asynchronous discussion forums. Alternatively, and particularly relevant for large number of asynchronous discussion forums, the frequency of logging on to the online environment and the length of time spent in the online environment may be used as an assessment tool that is readily and easily available within many of the online systems (see, for example, Ahern and Durrington, 1996; Taraban et al., 1999). However, the quality of time spent in the online environment is as just as important a consideration in order to assess participation in asynchronous discussion forums (Dringus and Ellis, 2005)—one may simply log in multiple times a day while playing computer games and chatting with friends online. It is very possible for a learner to have a great influence on the quality of a discussion from short participation times within the online learning environment; rather than spending all of his/her time staring at the computer screen, s/he may read the discussion, log off, think of the issue, and then quickly log on to post a response. As a result, the whole (the actual contribution of an individual learner) may in fact be greater than the sum of its parts (the apparently short log in times and postings).

The challenge, then, is to measure the quality of a learner's contribution to an asynchronous discussion forum. Dringus and Ellis (2005) suggest that instructors need to know the following: when a learner posts in the asynchronous discussion forum relative to the assignment time frame, whether or not these postings are responses, if they are responses were they immediate, and whether or not a learner's postings generate responses from other

learners. Gathering this type of information, however, is difficult and time consuming if performed manually. Herein lays the need to generate methods of assessment for asynchronous discussion forums that can apply more complex assessment rubrics (see Roblyer and Wiencke (2003) from within the online system itself rather than relying on manual interpretation of the discussions (Garrison et al., 2001; Jarvela and Hakkinen, 2003)).

One method of assessment for asynchronous discussions that has been proposed recently is the use of data mining. Data mining literally analyses large volume databases in order to extract any relationships, clusters, and/or patterns to the data (Dringus and Ellis, 2005; Romero and Ventura, 2007). Even simple data mining procedures can generate valuable information regarding such factors as: the number of learner postings within a particular time span, whether or not a learner initiates discussions and/or responds, and how long it takes a learner to respond to an initial posting (Dringus and Ellis, 2005). This information may be used as the entire assessment of a learner's participation in the asynchronous discussion forum or as a component of that assessment; alternatively, this information may be used to see if it is worth the time to further analyze actual transcripts of a learner's participation.

The difficulty with employing data mining methods in asynchronous discussion forum evaluation (or any evaluation for that matter) is that currently data mining tools are too complex for those not trained in computer science (Romero and Ventura, 2007). Consequently, there is a need for collaborative efforts between computer scientists, educators (which includes computer scientists, of course), and the providers of the technology for online education in order to develop data mining tools within the educational technology that can be used by the average user with minimal, or no, training. This relationship can also become symbiotic and dynamic in the sense that an initial assessment rubric can be developed with the current constraints of data mining in the asynchronous discussion forum context. In time, armed with a "wish-list" from those teaching in an asynchronous environment, computer scientists can develop more/better data mining tools to be implemented into the online teaching technology.

The Limitations of Asynchronous Teaching?

Despite the fact that there are clear methods for establishing, moderating, and maintaining successful asynchronous discussion forums have been outlined above, as well as a move toward methods of assessing those asynchronous discussion forums in a more meaningful way, one may still ask whether there are limits to the use of asynchronous discussion forums in education. Surely no one will argue that the lecture hall has limits: it is not conducive to class discussions; and similarly, the tutorial classroom (with only desks, tables, and chairs) is not a suitable environment for the lab component of a chemistry class. Then what limitations, if any, are there for the asynchronous discussion forum?

There appears to be very little research on the limits of asynchronous discussion forums, but the research that is available is consistent, at least when it comes to the type of discussions that are feasible in an asynchronous learning environment. Though in general the sciences have issues regarding the feasibility of asynchronous discussion forums (Larreamey-Joerns and Leinhardt, 2006), two studies have emerged that are consistent in showing that problem-based learning is difficult in an asynchronous discussion forum. Kortemeyer (2006) found in an introductory physics course that conceptual issues relating to physics education work well within an asynchronous discussion forum: discussing new terms, concepts, etc. However, when it came actual problem solving (usually mathematics), critical in much of the sciences, the asynchronous discussion forum was not successful—a similar result was found by Hong et al. (2003) regarding problem solving in an asynchronous discussion forum in a statistics class.

Though some learners that complain about participating in asynchronous discussion forums simply prefer to work alone rather than in groups (see Oliver and Omari, 2001), there are reasons why problem-solving discussions are difficult in an asynchronous environment. The discussion of concepts and ideas, though needing to be focused, are able to waver, whereas discussions regarding problem-solving tend to be extremely specific: what am I missing in order to solve this equation? In other words, posting a question or response regarding a concept, and waiting for someone to reply, is much different than waiting for someone to reply to your call for aid in solving a problem—one has a very specific desired end and the other does not, necessarily. Consequently, instructors need to be aware not only of the specifics, deadlines, and weighting of an asynchronous discussion question or topic, but whether or not that type of topic or question is appropriate in an asynchronous environment.

In a completely different type of course, multicultural education, Merryfield (2001) came across a paradox in her asynchronous discussion forums. On the one hand, the participants in an asynchronous discussion were found to be far more reflective, frank, and willing to discuss sensitive multicultural issues regarding topics such as racism, white privilege, and homophobia than similar discussions in her face-to-face version of the same course. Merryfield (2001) believed this to be because the learners did not have to look the other people in the eye, which allowed them to speak more freely. But despite the deeper and more engaging asynchronous discussions, as opposed to Merryfield's (2001) traditional face-to-face classroom experience, most of the learners in this course felt that the asynchronous discussion forum was a less meaningful form of communication. Learners felt disconnected from the discussions and were left wondering if the experience was actually real.

This is indeed a strange finding because, as discussed above, more engaged discussions generally do not emerge until online relationships are established (Salmon, 2000). But if these online relationships were established in Merryfield's (2001) course in order to have these more engaged discussions, what then is the definition of an online relationship? As noted by Hillman et al. (1994), all interactions in an online learning environment (including the asynchronous discussion forum) are mediated through technology. Consequently, a question that needs to be answered is: what is the nature of the online relationship and does it limit the scope of the use of the asynchronous discussion forum in online educational environments? Though this question cannot be answered here, Shea et al. (2005) suggests that the instructor's role is of the most promising mechanisms to establish online learning relationships. This harks back to the earlier statement that instructors need to spend time preparing the asynchronous discussions rather than being active within them.

Conclusions and Directions for Future Research

Online education has experienced a vast expansion in the creation of its environments, including both the current and expected use of asynchronous online courses and their corresponding discussion forums. The research on the asynchronous discussion forum presented here has shown both consistent results in what needs to be done for their present success (what makes a successful asynchronous discussion forum) as well as what needs to be done for their continued success (the assessment of asynchronous discussion forums and their limitations).

It is clear that asynchronous discussion forums can achieve high levels of learning, but people in decision-making positions must be aware of the conditions for this to occur. Asynchronous online courses are not a method of displacing instructors. In fact, because of the nature of successful asynchronous discussion forums, asynchronous online courses need to be as instructor intensive (instructor to learner ratio) as the traditional classroom. And in some cases, namely problem-based learning, the asynchronous discussion forum does not appear to be appropriate. In other words, there is no one size fits all application of asynchronous online learning. Consequently, asynchronous discussion forums may form part of a more generalized model of learning—a blended learning approach.

Though some of the early research on asynchronous learning environments, including the asynchronous discussion forums, has been accused of lacking in both quantity and quality (see Wegner et al., 1999, Kyounghee Lim, 2001), this is clearly no longer the case, particularly for the quality of research. Though the research on the nature of a successful asynchronous discussion forum appears to be quite clear at this time, there are, however, avenues of research that do need to be pursued or elaborated in regard to the assessment of the asynchronous discussion forum and its limits.

As indicated above, the assessment of asynchronous discussion forums is a large undertaking when the discussions are of a significant length and/or number and there are a lot of learners involved in the discussion itself. Data mining definitely provides a fruitful method of assessment that can evolve through the collaboration of educators and computer scientists; as data mining techniques improve and respond to educators' hopes for assessment, so does the ability of educators to design and implement asynchronous discussion forums that are conducive to the learning process and can also be assessed with relative ease. The difficulty is in the user-friendly nature of these tools. Clearly, these tools need to be integrated into the online teaching technology in order for them to be adopted en masse. Future research in this area needs to investigate the ability of new data mining tools to be incorporated into the technology of online education while at the same time being sensitive to availability: not just the relatively large corporations such as Blackboard and WebCT, that recently merged, but also the smaller, free, and open-source course management systems such as Moodle.

On a related note, the availability of free management systems such as Moodle may be critical in assessing benefits to costs for the practicality of delivering asynchronous online learning. However, one must be careful as this is a limited view of online learning. The tuition collected for asynchronous online learning may cover the operational costs justifying the existence of an online instructional department, but is the value of the outcomes justified by the cost? In other words, is the *value* of an online learning program worth the cost of delivery? This topic is another direction of future research.

With regard to the limitations of the asynchronous discussion forum, one future research direction has already been posed above: an investigation of the nature of the online relationship. However, the physics and statistics examples above also point to the need for research on setting the boundaries of online education based on pedagogical grounds—the community of inquiry model may provide considerable guidance here (Garrison et al., 2000; Garrison et al., 1999). No medium or method can be all things to all people and to all course material so the educational community needs to be aware of when and where to stop the development of asynchronous discussion forums specifically, and online education, generally.

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Aug. 19 [2008]

Collaboration Among Colleges: Impossible Mission?

By Alice Brown

Bill Bowen, who was a longtime president of the Andrew W. Mellon Foundation, describes getting colleges to collaborate as “a very difficult, much unappreciated” task. From my experience in trying for 25 years to get 37 college presidents to collaborate, I’d go further. I have concluded that real collaboration across institutions is virtually impossible.

Collaboration as a concept is great, but as a reality it rarely exists. *Centralization* (providing benefits that each college can access) and even *cooperation* (helping when it doesn’t hurt) are far easier practices to implement than *true collaboration* (working for the benefit of the whole even when some of the individual parts have to sacrifice).

Working first as director of a program at a major research university funded (by Mellon) to provide fellowships for faculty at small colleges in the mountains of central

Appalachia, and then as president of the consortium that grew from that program, I feel qualified to make a few observations about why collaboration is so difficult:

Presidents of independent colleges are independent; as the primary representative of the institution they have a strong need for autonomy and to claim distinctiveness for their institutions — even when the institution is very similar to others within the same classification of higher education institutions. While they do not want to disagree with their peers in public and will often appear to be in agreement, promises made in a public setting often do not get fulfilled in a private setting. Similarly, commitments made privately are often changed when a public vote with their peers is taken. As one college president said in a presentation at a meeting of the Association for Consortium Leadership, “We will promise anything to appear agreeable in a meeting of the consortium members.”

Rosalynn Carter once said that a leader is someone who takes people where they want to go; a great leader is someone who takes people where they need to go.

Getting 37 presidents to agree on where they wanted to go was impossible for me; finding out where they needed to go — by asking presidents, foundation officers, program directors in federal agencies and others from outside the Association — was easier. Some consortium directors talk about the importance of building consensus, but I

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found the adage that “consensus is what everyone is willing to agree on in public but no one believes in private” was far too true.

I quickly learned that the way to get the presidents of our 37 colleges to make a commitment to a project was to present the project as the idea of another of the presidents or of a foundation representative and ask for volunteers for the pilot stages. I was fortunate to have 37 presidents with which to work because even though there were usually those who had no intention of fulfilling a commitment to the project, there were always enough who did fulfill their commitments to make the project successful.

Directors of consortia with only a few members have a harder job. They have to know they have the sincere commitment of all their presidents to assure success; they do have to worry about building consensus.

Presidents do not accept ownership of what they do not control; academic deans, on the other hand, seem to be quite comfortable claiming ownership in situations where they feel they at least have some authority to make decisions. As a program at the University of Kentucky, the Appalachian College Program was guided by the academic deans of

the participating colleges; they accepted those rare occasions when some idea they had proposed was vetoed by the university's officials (usually because there were other projects within the university that would be competing for the funding).

Once the presidents met to discuss expanding the program to include more than faculty development (joint purchasing, training for staff, etc.), it was clear immediately that they would not accept with grace a veto of their ideas by authorities at the university. As a result, the Appalachian College Program became the Appalachian College Association, an independent 501© 3 organization directed by a board made up of the presidents of member colleges.

Given the need of the presidents for autonomy, there is generally little reason to expect them to be concerned about the impact the program might have on education within the region generally; each president in my consortium was primarily concerned about the benefits his or her institution would derive individually. The question for each of the presidents was almost inevitably, "How will this project impact my institution?" While the mission of the Appalachian College Association was broadly defined as "strengthening private higher education in the region," the primary goal on which the presidents could agree was that the Association should raise money that all the colleges could share — but only if raising that money did not jeopardize the fund raising of any individual member college.

The only aspect of their operations that the presidents seemed completely comfortable allowing the Association to address was faculty development and, later, centralized library services. At a roundtable session with Bob Zemsky (founding director of the University of Pennsylvania's Institute for Research on Higher Education) to set priorities for the next president of the Association, they quickly concluded that the focus of the Association should remain on faculty, that they did not need another organization that provided a social setting where the presidents could meet, or joint purchasing contracts that would probably overlap with contracts already in place through their state associations. What they most appreciated about the work of the Association was the fellowships and travel grants made available to faculty for individual research and study—a central service not requiring much collaboration.

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At that same roundtable session, the question was asked, "If there were a disaster in your region that destroyed one of the member campuses, would the other campuses come together to help rebuild that campus?" After a long pause, a response came: "If the association called us together, we would." The wise observation made by Zemsky was that the loyalty among the presidents was to the association and not to each other — more evidence that centralization, not collaboration was the primary benefit they saw for the association.

When college presidents (across multiple institutions including some from my association) at a Council of Independent Colleges meeting were asked, "What is your favorite consortium among those to which you belong?" the answer was always one in which that president's college was the lead institution. A president will usually name a small local collaborative with the county high school over a regional or national one where their voice is much weaker.

Consortia directors or presidents work hard to "fulfill the vision of their members," but many do not seem to know what that vision is — beyond working together for the benefit of the whole. And, unfortunately, it seems to be the financially weak institutions that are most interested in being active in a consortium because they have the greatest need for help, though they are least able to provide funding for the organization's staff and operations. As a result, many consortia can provide only what the weakest members among them can sustain.

Despite my frustration that as a collaborative our colleges never soared beyond 10,000 feet when 30,000 was my goal, our consortium of private Appalachian colleges (most with small endowments and small enrollments) was touted as one of the most successful in the nation. Calls came monthly from colleges outside our region wanting to become members; my advice was usually, "Start your own."

Keeping more than 30 colleges across five states working together on any level was more than a full-time job for our core staff of about five. Several of those calls actually resulted in meetings of groups of colleges anxious to replicate our model — a regional consortium supported by nominal membership dues and lots of funding from foundations and federal agencies that managed to build an endowment for programs of roughly \$25 million and reserve funds totaling over \$500,000. None of those who called ever called back for advice, but if any had, here is what I would have told them:

1. Have a specific mission before you meet to organize. Forming a consortium for collaboration without knowing what you will collaborate to do is like having a meeting without knowing what the purpose of the meeting is: not much is likely to be accomplished. Recognize that providing central services or getting cooperation across the campuses is as worthy a goal as true collaboration.

2. Hold the initial organizational meeting with those who will be the primary beneficiaries to be sure they are receptive to the new opportunities provided. With our Association, the primary beneficiaries of the program that started the Association were faculty of the participating colleges. Faculty from the colleges met multiple times in groups on their own campuses and across the various campuses for five years before the academic deans of the colleges actually held their first meeting. The deans and faculty continued to meet for another five years before the presidents got involved,

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formed the Appalachian College Association and moved the organization away from the university.

3. Find a funding source — the member colleges or an outside foundation, individual, or federal agency — to support the first effort adequately. If the first venture fails, the consortium is likely to fail as well. Be sure that the project has appeal that will generate sustained funding — either by the members or other agencies. Take advantage of the natural appeal consortia have for funders: program officers have to meet with only one consortium director, not with multiple college presidents.

4. Find a strong leader, someone who is able to listen to faculty and students or whoever the beneficiaries are and not be intimidated by those serving on the board of the consortium who may think they best know what the beneficiaries need. Choose someone who is bold enough to be able to solicit honest responses to ideas from the board members but is flexible enough to shape the ideas of those board members into fundable projects that will serve the major constituencies as they want to be served. Find someone who is able to present a good case to funders but wise enough to know that it is the funder who ultimately decides if the project is worthy of funding. Recognize that it makes little sense to argue a case that is not a good match for the funding agency.

Someone said as I was leaving the Appalachian College Association that the new president should not allow himself to be controlled by the presidents but he will need to allow the presidents to believe they control him if they feel the need to control him. Ideally the college presidents will have enough confidence in the president of their consortium to trust that he or she will take the colleges both where they want to go and where they need to go. A consortium director or president has to listen to everyone and then do what he or she deems is in the best interest of most. Trying to make everyone happy with every decision is a sure way to slow the productivity of the organization, if not kill it.

5. Develop an organizational voice that is independent of the member institutions and the beneficiaries. For our Association, an Advisory Council was established as a result of the first strategic plan. That council was made up of representatives retired from the foundations and federal agencies that had supported our multiple projects and of other individuals in higher education with a special interest in the region and/or the member colleges, but no ties to any one particular college.

Such a council can help the consortium director consider what the colleges want to do in relation to broad views of higher education. Appeals to funders can be more convincing if there is evidence of a potential impact on multiple institutions outside the one group of colleges served by the consortium. Advisory Council members can provide positive reinforcement for good ideas and add suggestions for further refinements. They can also challenge ideas that may lead to problems for the colleges or consortium. In short, they can serve as a sounding-board for discussion of ideas before presentation to the college presidents and also present issues at meetings of college presidents to draw out their views before the ideas of the consortium leader are discussed. The same process can be useful when developing a strategic plan. If the planning is not directed by someone completely independent of the association, there needs to be provision for multiple voices from outside the group to be heard.

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Working together — either centrally, cooperatively or collaborative — is becoming increasingly important, given current economic trends. Perhaps true collaboration in higher education will become more evident as new financing models call upon some institutions to pay a little more than they currently do so the many can pay less.

I hope that the consortium I led (with lots of help from lots of people) will continue to thrive. I also hope that other consortium leaders may gain from my reflections on what I learned over more than 25 years so they can develop new models of collaboration to strengthen the education of students via working together for the common good.

Alice Brown retired in July as the first president of the Appalachian College Association

<http://www.fivecolleges.edu/sites/chs/collab/>

Five College Collaboration

To meet these challenges, the Five Colleges (Amherst, Hampshire, Mount Holyoke, Smith, and UMASS/Amherst) formed a joint Five College Medical Anthropology Program in July, 1995. In November of 1996, the Program expanded its scope and changed its name to the Five College Program in Culture, Health, and Science (CHS). The CHS Program sponsors visiting lecturers and informal faculty workshops (e-mail chs@fivecollege.edu to add your name to the e-mail list). It has proposed a Five College Certificate in Culture, Health, and Science for those undergraduate students interested in pursuing interdisciplinary studies of human health. The Program emphasizes the value of community-based fieldwork and internship experiences, and has created and compiled lists across all five campuses of such internship possibilities. These resources are described on this web site. As the Program develops, it expects to sponsor collaborative research projects across campuses, raise funds to support student internships, and develop closer ties among students, faculty, and community health institutions.

Several interdisciplinary Programs already exist within the Five Colleges in fields such as Coastal and Marine Sciences, Early Music, Peace and World Security Studies, African Studies, Latin American, Caribbean, and Latino Studies, and International Relations. Faculty from the five institutions exchange courses and lectures, and a joint faculty appointments program has existed for over 20 years. More than 4,000 students annually take courses outside their home campus through a Five College exchange program at no extra charge. These long-standing arrangements facilitate intercampus and interdisciplinary planning for the CHS Program.

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<http://www.brocku.ca/fss/collaborative.php#collaborative>

FACULTY OF SOCIAL SCIENCES UNIVERSITY-COLLEGE COLLABORATIONS

The Faculty of Social Sciences at Brock University offers over 15 collaborative programs, with more in development. The Collaborative programs are designed to provide students with the unique opportunity to obtain both a degree at Brock and a diploma at a college in just four years rather than the typical five or six it would take if done consecutively. The student acquires a strong base of theoretical knowledge combined with applied and practical experience; most participating college programs involve field placements. Having both theoretical and applied knowledge better prepares graduates for a broad range of career opportunities.

Check back for new program additions.....

1. What is a "Faculty of Social Sciences University-College Collaboration"?

Collaborative programs allow students to complete both a four-year university degree at Brock and a college certificate or diploma at one of the Colleges of Applied Arts and Technology in Ontario in a shortened period of time. Instead of taking 5-7 years to complete both, students work on both concurrently and in most cases, after four years of study, students will graduate with both their degree and their certificate/diploma. These programs are a response to society's need for professionals who possess both a solid academic background and the applied skills and substantive knowledge needed in a variety of professions. They allow students to gain employability skills while completing a degree.

2. What programs are available in the Faculty of Social Sciences at Brock?

Collaborations exist in a wide variety of programs across the Faculty. See below for a complete list. Keep checking back – more are being created all the time!

3. What are students saying about the programs?

The Policing and Criminal Justice program is one of our collaborative programs that has been ongoing for a number of years. The feedback that we have received from students suggests that this program is well-designed, and meets the needs of individuals who have a goal that involves policing, or a related career. Testimonials from three students who have completed the program (Ben, Justin, and Dave) can be found at the www.brocku.ca/fss/testimonials.php.

Many of our other programs are relatively new, so there has only been one student who has sent in her impressions of the college experience. She attended Durham College during the 2007-08 academic year in the Human Services Counselling program, and has now returned to Brock with the goal of completing her Honours BA. During her year at Durham, she completed one placement in a vocational skills training program with the Canadian Association for Mental Health. She will complete another placement at the end of the coming year in a different setting. According to her, "I had such a great time at Durham College. The staff and administration were so eager to help with the transition. They have intensive on-the-job experience, and they really are experts at what they teach. The classes were small and so different from Brock but the opportunities I was given for hands-on learning makes me feel like I'm miles ahead of the game. The experience definitely opened my eyes to careers out there and many different ways to make a difference." - Maria

4. How do I apply to one of the programs?

In order to apply to these collaborations, you must first apply to Brock University and declare your major in the discipline that offers the collaboration (e.g., if the Psychology – Social Service Worker program is the goal, you would declare Psychology as your major). You should contact the Coordinator of Collaborative Programs before registering for courses to make sure that you are choosing the recommended courses for the program you have in mind. At the end of Year One, you apply for the collaboration

of your choice using the application form for the program of your choice ([click here for the Policing and Criminal Justice Program application](#); [click here for application to all other programs](#)). If accepted, you will once again meet with the Coordinator before registering in Year Two classes to make sure that you have the correct courses for the program.

5. Who can I contact for further information?

For further information about the Policing and Criminal Justice Program, contact Jeanette Ramsay (jramsay@brocku.ca). For further information about all other programs, contact Jo Stewart, the Coordinator of Collaborative Programs, at jo.stewart@brocku.ca or see the links (below) that contain further information about all of our collaborative programs.

Collaborative Programs

Program information will be updated as more programs become available. For a list of all programs, please contact jo.stewart@brocku.ca.

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<http://www.thefreelibrary.com/Putting+heads+together+...+virtually:+online+collaboration+software...-a0140658308>

.....
Washington State University
<http://education.wsu.edu/collaboration/partnerships/>

Professional development programs

[Clock hour approval](#)
[English Language Learners Endorsement](#)
[National Board for Professional Teaching Standards \(NBPTS\)](#)
[Professional Certification Program \(ProCert\)](#)
[Special Education Endorsement](#)
[Sustainability and Environmental Education for Pre-Service \(SEEP\)](#)
[Teachers of Teachers of Science \(TOTOS\)](#)

Collaborative projects

[Clearinghouse on Native Teaching and Learning](#)
[Coeur d'Alene Tribe Educational Partnership](#)
[Early Learning Coalition](#)
[E3 Washington](#)
[Families Together for People with Disabilities](#)
[Ferrucci Distinguished Educator Award](#)

Northwest Girls Collaborative Project
Rural Education Center

<http://education.wsu.edu/collaboration/partnerships/> -
[National%20Board%20for%20Professional%2](#)

International programs

Globalization, Diversity and Education Conference
International Education
Nishinomiya Education Board Partnership
University Partners for Academic Leadership

Ongoing associations

Assessment and Evaluation Center
High School Equivalency Program
Institute for Recruitment of Teachers
Partnerships with Historically Black Colleges and Universities

Clock hour approval »

The SCCC office is an Office of Superintendent of Public Instruction-approved clock hour provider. Teachers in Washington State holding a continuing certificate or a professional certificate are required to maintain the validity of the certificate by following a program of continuing education. The center approves clock hour proposals and then teachers can earn clock hours through our office to fulfill these continuing education requirements. Any clock hour professional development opportunities offered by WSU faculty and Washington State school districts can be approved for clock hours by the SCCC. If you would like to offer clock hours for a program, the SCCC can assist you in getting those clock hours. For more information contact Ashley Herridge, program coordinator, 509-335-1988 or ashleyh@wsu.edu.

English Language Learners endorsement »

The number of mainstream teachers trained to meet the special needs of non-native English speakers has not kept pace with the growing number of language minority students. The online ELL endorsement helps K-12 teachers develop the skills necessary to meet this need.

National Board for Professional Teaching Standards (NBPTS) »

This program facilitates the development of the portfolio and preparation for Assessment Center exercises required for certification by the NBPTS for K-12 teachers, school

counselors, and librarians (the program spans the summer and following academic year). WSU's College of Education was a pioneer in providing university support to teachers in Washington seeking National Board certification. For more information contact Debra Pastore, director, 509-335-7475 or dpastore@wsu.edu.

Professional Certification Program (ProCert) »

This program assists K-12 teachers in the development of a teaching portfolio providing evidence of meeting Washington State's advanced teacher certification requirements. The ProCert program consists of three components (10 semester credits); the Pre-Assessment, Core Courses, and Culminating Seminar. The program is offered online or on-site within school districts. Program options include Pro Cert only or Pro Cert as a component of a master's degree program.

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Title: Colleges in Partnership: Four Ventures in Successful Program Collaboration.

Authors: Lehmann, Timothy; Ristuben, Peter J.

Descriptors: Adult Education; Adult Students; Colleges; Cooperative Programs; Higher Education; Models; Nontraditional Education; Performance Contracts; Prior Learning; Program Evaluation

Source: Journal of Higher Education, v54 n4 p381-98 Jul-Aug 1983

More Info:

Help Peer-

Reviewed: N/A

More Info:

Help

Publisher: N/A

Publication Date: 1983-00-00

Pages: N/A

Pub Types: Journal Articles; Reports - Descriptive
Abstract: A cooperative project, involving Empire State College and other institutions within the State University of New York, is described that introduces faculties and administrators at traditional campuses to the nontraditional modes and methodologies of instruction at Empire State. Participants' evaluation of the project are provided. (MLW)
Abstractor: N/A
Reference Count: N/A

Note: N/A
Identifiers: Empire State College NY; State University of New York
Record Type: Journal
Level: N/A
Institutions: N/A
Sponsors: N/A
ISBN: N/A
ISSN: N/A
Audiences: N/A
Languages: English
Education Level: Adult Education; Higher Education

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Partners in Pedagogy: Collaboration Between University and Secondary School Foreign Language Teachers

Lina Lee, University of New Hampshire

One of the challenges facing many foreign language programs today is maintaining high quality instruction despite increased enrollments and teacher shortages. One strategy for meeting this challenge is collaborative teaching. Collaborative teaching can occur in various settings and for different purposes. Studies of teamteaching have shown its effectiveness in foreign language learning and teaching, especially at the introductory level (Braun & Robb, 1991; Magnan, 1987). These studies focus on situations in which an experienced college teacher works with a graduate assistant or a parttime instructor in a 4 or 5 day schedule. Results show that the number of foreign language minors and majors gradually increases, and students' motivation and interest are heightened by the variety of foreign language accents and teaching styles to which they are exposed (Braun & Robb, 1991). Teaching with graduate students is only one way of teaching collaboratively. Other types of collaboration can be considered, depending on the particular needs of the program.

This digest discusses the major issues in collaborative teaching and describes a successful collaborative program that paired college faculty with area high school teachers to teamteach introductory French and Spanish courses at the Plattsburgh State University of New York.

Benefits of Collaborative Teaching

Teamteaching offers the following advantages:

- Participating instructors bring different expertise to the teaching assignment.
- The process of working with other teachers is itself intellectually stimulating and promotes professional growth.
- Pedagogical exchanges facilitate coordination and lead to a more coherent

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teaching structure.

- Learners benefit from the different teaching perspectives and styles.
- Some students may respond better to one style than to another or may understand material better when presented using one technique as opposed to another.

Essential Components of an Effective Collaborative Teaching Program

According to Austin and Baldwin (1991), effective collaborative instruction involves the recognition of common goals, coordinated efforts, and outcomes based on shared responsibilities. Establishing policies and guidelines for collaborative work is essential. However, constant interaction and communication are the real keys to success. The following components are essential to collaborative teaching:

- Development of clear guidelines for the sharing of responsibilities among teachers, such as supervision of particular sessions, meeting coordination, and exam committee participation.
- Establishment of course objectives, using common syllabi and standardized testing procedures.
- Determination of meeting times to discuss pedagogical issues such as course pace, teaching techniques, instructional materials, and student performance and progress.
- Encouragement of class observation exchanges with open discussions for providing feedback and suggestions for improvement on teaching collaboration.

The Partners in Pedagogy Program

The Partners in Pedagogy Program provides important insights into collaborative teaching between university faculty and secondary school teachers. The program was carried out at the Plattsburgh State University of New York during the 1993-1994 and 1994-1995 academic years (see Lee & Henning, 1999). The university had been increasingly challenged to provide effective instruction in spite of dwindling resources and increased enrollments in introductory foreign language courses. The chair of the department of foreign languages developed a plan for restructuring the foreign language program. The plan involved recruiting area high school teachers to help teamteach the university's introductory level foreign language courses. These high school teachers would be paired with members of the university's French and Spanish departments. To recruit high school teachers, the university offered prospective applicants the choice of a stipend or graduate credit for their service.

Once the program was implemented, all beginning level French and Spanish courses were taught under the collaborative structure. Students attended classes 4 days per

week. College faculty met with groups of 30 students on Mondays and Wednesdays for presentation of grammatical structures and for practice in reading comprehension and writing. The high school teachers met with groups of 12-15 students on Tuesdays and Thursdays for conversational practice of the grammatical structures learned in the Monday/Wednesday sessions and for vocabulary building and cultural activities. Because these teachers also had teaching positions at local secondary schools, the conversation classes were scheduled during the late afternoon.

Major Goals

The program had three major goals: (1) to facilitate pedagogical cooperation between college foreign language and literature faculty and local middle school and high school teachers, (2) to improve articulation between secondary and postsecondary foreign language curricula, and (3) to develop the communicative skills of students, particularly speaking and listening, despite increased class sizes.

Program Structure

Using the ACTFL Proficiency Guidelines, the Partners in Pedagogy Program set proficiency goals for the beginning-level Spanish and French courses. The Guidelines were used as a framework for curriculum design, instructional objectives, and evaluation. College faculty were responsible for coordinating each course. They set up weekly meetings with their partner—the high school teachers with whom they were paired—to discuss important issues related to course pace and synchronization of instructional activities, syllabi, instructional materials, testing procedures, and grading criteria. Syllabi were standardized to ensure uniform instruction. Common midterm and final exams were designed by each team and included oral components.

Program Outcomes

All students in first-year Spanish and French classes were surveyed each semester of the 2 years the program was in place. Local school instructors who participated in the program were surveyed as well. Overall, both students and teachers reacted positively to the program.

Student reactions to the program

Students reported gaining valuable experiences through the program. They were able to practice their language skills and acquire cultural knowledge through a variety of teaching styles and enjoyed the exposure to different teaching styles and accents. The students felt they had more opportunities to "use the target language to express, interpret and negotiate meaning with others" (Savignon, 1983) and to review what they had learned in their Monday/Wednesday classes during the Tuesday/Thursday sessions, because the size of the classes allowed for small group and paired activities. In addition, the learning atmosphere was relaxed and friendly, making them comfortable about working collaboratively with their peers.

Participating instructors' reactions to the program

The area teachers reported benefiting professionally from the opportunity to use their foreign language training in the college setting. Both college faculty and area teachers felt they had learned from each other in an intellectually stimulating atmosphere as they shared and exchanged ideas in order to maintain the coherence of the course components. They also learned how to organize their class time more effectively to incorporate interactive exercises and cultural activities for both big and small groups. Although there were some disagreements between high school teachers and college faculty regarding instructional approach, course pace, correction, grading, and classroom management, together they were able to work out procedures and criteria to use throughout the program.

In addition, teachers reported benefiting from discussing pedagogical issues with colleagues from other secondary schools as well as with college faculty. The secondary school teachers also became much more aware of the requirements of the college program. They understood better what material needed to be covered in high school, what skills students needed to acquire, and what pace had to be maintained for students to continue successfully in the college program. Senior college faculty who had not taught firstyear classes for a while enjoyed the program and received high marks on student evaluations.

Articulation Between Secondary and CollegeLevel Curricula

The Partners in Pedagogy Program was helpful in establishing smoother links between secondary and college-level instruction. The college faculty had repeatedly complained about the weak cognitive and general learning skills of incoming students. The high school teachers were able to see firsthand what was expected of incoming college students. The partnership helped to open a dialogue between area teachers and college program coordinators and led to the discussion of articulation issues in May 1994 at a fullday workshop sponsored jointly by the North County Teacher Resource Center Foreign Language Network, the Plattsburgh Department of Foreign Languages and Literatures, and the Northern Tier of the New York State Association of Foreign Language Teachers (NYSAFLT). College faculty and high school teachers discussed how the college curricular objectives could mesh better with those at the secondary level as well as with the requirements of professional life and beyond. Together, teachers and college faculty recognized that all of the different levels of foreign language instruction are interrelated, and that they must be considered as part of a continuum. The participating teachers shared what they had learned from the program and agreed that the goals for the end of beginning courses were realistic and consistent with the state syllabus that they were following. Both college faculty and high school teachers felt the need for higher standards for foreign language skills, for more consistent evaluative criteria, and for more reliable assessment instruments.

Conclusion

Research has shown that collaborative foreign language teaching offers many benefits to both students and teachers. Teamteaching provides students with a meaningful and unique way to gain language and cultural competence and offers

teachers opportunities for professional exchanges.

The Partners in Pedagogy Program was a worthy effort toward improving coordination between secondary and collegelevel foreign language instruction in the North County of Upstate New York and provides a model of a cooperative structure that brings together high school and college foreign language teachers as members of instructional teams. The experiences of the Partners in Pedagogy Program also underscores the obvious need for frequent communication and clear policies as well as articulated guidelines for collaborative work. Continued collaboration between secondary school teachers and university professors should be encouraged to improve the articulation between these two levels of instruction.

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This digest was prepared with funding from the U.S. Dept. of Education, Office of Educational Research and Improvement, National Library of Education, under contract no. ED-99-CO-0008. The opinions expressed do not necessarily reflect the positions or policies of ED, OERI, or NLE.

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Spanish Court Interpretation

Prof. Figueroa-Feher

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